

तमसो मा ज्योतिर्गमय

SANTINIKETAN
VISWA BHARATI
LIBRARY

378.54K

C.

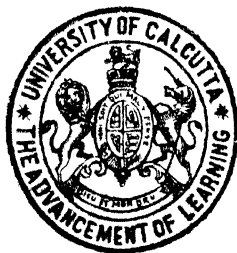
V.4

UNIVERSITY OF CALCUTTA

CONVOCATION ADDRESSES

Vol. IV

1907—1914



Published by
THE UNIVERSITY OF CALCUTTA
1914

PRINTED BY ATULCHANDRA BHATTACHARYYA
AT THE CALCUTTA UNIVERSITY PRESS, SENAPTE HOUSE, CALCUTTA

CONTENTS

	PAGE
March 2, 1907—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1059
March 14, 1908—THE RIGHT HON'BLE SIR GILBERT JOHN ELLIOT-MURRAY-KYNIN- MOUND, EARL OF MINTO, <i>Chancellor</i>	1086
—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1095
March 13, 1909—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1124
March 12, 1910—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1146
—THE RIGHT HON'BLE SIR GILBERT JOHN ELLIOT-MURRAY-KYNIN- MOUND, EARL OF MINTO, <i>Chancellor</i>	1172
February 4, 1911—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1173
March 11, 1911—THE HON'BLE MR JUSTICE ASUTOSH MOOKERJEE, <i>Vice-Chancellor</i>	1182
January 6, 1912—PRESENTATION OF THE UNIVERSITY ADDRESS TO THEIR IMPERIAL MAJESTIES THE KING-EMPEROR AND QUEEN-EMPRESS	1205

	PAGE.
March 16, 1912—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice-Chancellor</i>	1217
—THE RIGHT HON'BLE CHARLES BARON HARDINGE OF PENSHURST, <i>Chancellor</i>	1251
January 25, 1913—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1264
March 15, 1913—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice-Chancellor</i>	1280
December 26, 1913—PRESENTATION OF AN ADDRESS TO HIS EXCELLENCY THE RIGHT HON'BLE CHARLES BARON HARDINGE OF PENSHURST, <i>Chancellor</i>	1319
—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1327
—THE RIGHT HON'BLE CHARLES BARON HARDINGE OF PENSHURST, <i>Chancellor</i>	1342
March 27, 1914—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1347
March 28, 1914—THE HON'BLE JUSTICE SIR ASUTOSH MOOKERJEE, <i>Vice- Chancellor</i>	1362
—THE RIGHT HON'BLE THOMAS DAVID GIBSON BARON CARMICHAEL OF SÆFERLING, <i>Rector</i>	1420

CONVOCATION ADDRESSES



The 2nd March, 1907

The Hon'ble Mr Justice Asutosh Mookerjee

Vice-Chancellor

YOUR EXCELLENCY, YOUR HONOUR, LADIES AND
GENTLEMEN .

In accordance with established usage, handed down by my predecessors, it is now my duty and privilege to address the Senate and the Graduates, to review in brief outline the progress of our academic work since we last met in Convocation, and to exhort the graduates of to-day to conduct themselves in a manner worthy of the Degrees to which they have been admitted.

During the last twelve months, we have lost from our ranks some of our most devoted workers who have served the University and done it honour in the past, and it befits an occasion such as this, that we should hold their memory in affectionate remembrance. In Pandit Mahes Chandra Nyayaratna, we have lost an indefatigable worker in the cause of promotion of Sanskrit learning in these Provinces. As Principal of the Sanskrit College, as President of the Board of Studies in Sanskrit, as a member of the Syndicate and as an examiner for many years, he gave us the benefit of his deep erudition and varied experience; and his successful efforts to secure recognition, by the Government and by the University, of the just claims of graduates in Sanskrit, will be long remembered with gratitude.

In Mr Anandamohan Bose, we have lost one of the most brilliant graduates of this University, the first of the long series of Indian students who have subsequently distinguished themselves at a European University and thus reflected credit on their *Alma Mater*. As one of our most zealous workers for over a quarter of a century, as a member of the Syndicate, as our representative in the Provincial Council, as a member of the Education Commission of 1882,

and as the founder of what is now one of the foremost Colleges of this city, his contribution to the progress of education has been of permanent value and of a character of which the most distinguished citizen might well be proud. His practical sympathy for students, his endeavours in the cause of purity and morality, his efforts for the promotion of female education, his remarkable independence tempered by native gentleness and humility, his piety, his blameless integrity, and the nobility of his character made him an object of love and reverence amongst his countrymen.

In Mr. Woomes Chunder Bonerjee, we have lost a striking personality, a distinguished lawyer who attained the highest eminence in his Profession. As President of the Faculty of Law, as member of the Syndicate, and as our first representative on the Provincial Council, he gave evidence of his wide and varied culture and of his robust common sense and sturdy independence of character, and the graduates of this University are indebted to him for his successful efforts in the cause of recognition of their legitimate claims to University appointments.

By the death of Babu Kalicharan Banurji, we have lost from our ranks one of the most

gifted men who have ever adorned the Senate and conferred dignity on it by their association. During a period of thirty years, he devoted himself to academic work, in various capacities, with a zeal which has been rarely equalled, he sacrificed his health in the interests of the University during the period of stress and transition through which we have just passed, and even a few days before his death, he cheerfully did for the Board of Studies in Law work which required considerable thought and research. Brilliant as an orator and enthusiastic as a teacher, he endeared himself to more than one generation of students, whose veneration for him was equalled only by his devotion to their best interests. In him was combined in a remarkable degree, modesty with individuality, moderation with firmness, sweetness of temper with manliness of character, and acuteness of intellect with soundness of judgment. By reason of his signal services to the cause of education, purity and philanthropy, which were all animated by a deep religious fervour, he was respected and admired, alike by Indians and Europeans, by Hindus, Mahomedans and Christians, and his name will be handed down to posterity, and his memory will be cherished as that of a man of sterling character who might rightly be regarded as one of the most cultured

and refined products of English education in this country,

In Babu Bholanath Pal, we have lost a teacher of experience and reputation, who gave us the benefit of his learning in the deliberations of our Boards of Studies. In Maulavi Abdul Hai, we have lost a profound Arabic scholar of a type somewhat rare in these days, and his advice in matters of Arabic learning was as eagerly sought after as it was readily given. In Babu Jogendranath Sen, whose career of usefulness was cut off in the prime of life by a lamentable accident, we have lost an earnest worker who had considerable experience of educational matters, both as a Professor and as an Examiner. Mr Macfarlane, whose loss is mourned by a large circle of friends, took considerable interest in our work, and by his death, we have been deprived of the benefit of his experience and advice which would have been invaluable in the matter of re-organization of our Library.

In Mr. Ralph Thomas Hotchkiss Griffith, we have lost one of the most honoured names in our roll of Honorary Fellows. He was closely associated with the work of the University at a time, when the whole of Northern India was within its jurisdiction. His splendid versions of

the immortal epics of Valmiki and Kalidasa, as also his translations of the Vedas, will long be admired by all who can appreciate the spirit of the East. By the death of Pandit Lakshmi Sankar Misra, and by the retirement of Mr T. C. Lewis, the cause of education has lost officers of great distinction who were at one time in close and constant touch with the work of the University, but whose connection with us practically ceased upon the foundation of the University of Allahabad

By the retirement of Dr Pram, we have lost the services of a scientist of great reputation, who was always ready to help us in the department which was specially his own. By the retirement of Mr Alexander Macdonell, Principal of the Presidency College, we have lost one of our most devoted workers, who enjoyed the confidence and admiration of his students as well as of his colleagues, and whose modesty, perhaps, stood in the way of a full recognition of his great abilities. By the retirement of Mr. Justice Pargiter, who was for some time President of the Faculty of Law, we have lost the services of an accomplished scholar who was quite as familiar with the literature of the East as of the West.

By the retirement of Mr. Pope, Director of Public Instruction of Burma, we have been

deprived of the benefit of the experience of an educational officer who was in close touch with our work for a period of thirty years. By the retirement of Sir Alexander Pedlar, we have lost one of the ablest members of the Indian Educational Service. For a period of thirty years, he associated himself with the work of the University with a zeal and devotion which has scarcely been surpassed, and by the conspicuous services which he rendered as Registrar, as Member of the Syndicate, as President of the Faculty of Arts and as Vice-Chancellor, he has earned the lasting gratitude of every member of the University.

Last, but not the least, we have to mourn the loss of one who, though not our Fellow, was one of our greatest benefactors, Mr. Premchand Roychand of Bombay, that enlightened Prince of Merchants, whose magnificent generosity to this University, quite as much as to the University of his native Province, called forth the admiration of Sir Henry Maine. It is not much to the credit of the wealthy aristocracy of these Provinces, that his princely benefaction has not been liberally imitated.

During the last twelve months, the one event of paramount importance to the progress of our

academic work has been the completion of the New Regulations. I have not the remotest desire to re-open controversies which have been laid at rest for the present, because in all efforts at reform, a period is ultimately reached, when debate and discussion must be closed and solid work undertaken. At the same time, it may not be undesirable to invite attention to points of fundamental importance and the principles which underlie them, as they mark an epoch in the progress of education in these Provinces.

The first of these points, which exceeds in importance all other matters covered by the Regulations, is the control of the University over the Affiliated Colleges. Under our Act of Incorporation, when our sole function was to conduct examinations and confer degrees, although we imposed our courses of study upon Affiliated Institutions, and thus indirectly regulated the methods of study pursued in our Colleges, we never attempted to exercise any direct control over them. Under the new Regulations the Colleges must be regarded as an integral part of the University, and it is the first duty of the University to secure their efficiency. This marks a distinct stage in the widening of our conception of the functions of a University. We are no longer a purely examining body,

prescribing courses of study, fixing standards, testing candidates and putting the seal of our approval on them. A duty is imposed upon us now to satisfy ourselves that the Institutions, in which these candidates have been trained, are maintained in a state of efficiency, and are worthy of continued affiliation to the University. This obligation has been imposed upon us, not only in respect of Institutions which may in future seek affiliation, but it extends to all such existing Colleges, as may desire to continue the privileges which they have hitherto enjoyed. It may be conceded, that to enable existing Colleges to attain the standard of efficiency contemplated by the new Regulations, strenuous effort on the part of all interested in their welfare, will be essential during the next few years. But I do not entertain any apprehension that honest effort at reform will not meet with success and recognition. The standard of efficiency is by no means an impracticable one, and may, without difficulty, be attained, if individual Colleges will concentrate their attention upon selected subjects. It cannot be disputed, that much of the inefficiency of our Colleges, is attributable to a desire, that each College should undertake almost every possible subject, rather than confine its attention and devote the energies of its teaching staff to an adequate treatment of a few branches of knowledge.

Henceforth, specialization ought to be the aim of all Institutions, and if they work in harmony, a high state of efficiency may easily be attained, without any possible hardship to students, as, at the same time, they can enjoy the benefits of inter-collegiate lectures. It is hardly necessary to mention that although the University desires that the Colleges should be maintained in a high state of efficiency, and although there would be periodical inspections to secure that the standard is maintained, there is not the remotest intention, needlessly to interfere with the internal management of Colleges. Although the Colleges constitute the University, and although for the sake of sound education and for the reputation of the University, each of its affiliated Colleges must be maintained in a state of efficiency, each College, by itself constitutes an entity, a self-governing body, with the internal administration of which the University cannot legitimately interfere,—so long at any rate as efficiency is successfully maintained. If the authorities of the Colleges are animated by a desire to raise their status and to improve their efficiency, as I believe they all are, there is no possible room for any apprehension, that the control and supervision of Colleges by the University can lead to any result, which would be otherwise than beneficial to the cause of high education

The next point of vital importance with which the Regulations deal, is the control of the University over recognised schools. The relation of the University to its recognised schools is a matter of some difficulty, and has never been hitherto satisfactorily dealt with. Under the system which has prevailed for many years past, by far the largest majority of the schools recognised by the University have been practically without any control and supervision. The limited number of schools which are maintained by the Government or which, though owned by private individuals, are in enjoyment of aid from the Government, are periodically inspected by Government Inspectors, though the inspection is, perhaps, not as frequent and systematic as may be desired. There are, however, hundreds of schools throughout the Province, which are neither owned nor aided by the Government, which prepare candidates for the Entrance Examination, and are recognised by the University as qualified for the purpose. Many of these schools are maintained in a state of efficiency, but there are many more, which are much below the standard of efficiency contemplated by the new Regulations. The Regulations, therefore, provide for adequate control and supervision of all schools which enjoy the privilege of presenting candidates at the Entrance Examination. The University has conferred

upon them this valued privilege, and the University is entitled to demand of them that they be maintained as places where sound education is imparted and discipline is enforced. I do not think that it can rightly be suggested, that the University in this matter goes beyond its legitimate province of high education, and encroaches upon the jurisdiction of secondary education. It may be conceded that the University, as such, has no direct relation to secondary education, except in so far as secondary education leads to high education. From this point of view, such schools as prepare for the University ought to be under the control and supervision of the University. Education in the University is the development, the amplification, of school education, and on some issues, its complement. If the preliminary training is not adequate, if young men whose attainments do not plainly indicate that they are qualified to profit by a course of University Studies, are allowed to enter Colleges, it would be impossible to keep University education at the proper standard. The University, therefore, should have authority, not only to select the schools from which students may be allowed to present themselves at the Matriculation Examination, but also to satisfy itself from time to time that schools once recognised continue to be maintained in a state of efficiency. I feel convinced that

the power now conferred on the University, if it is wisely and firmly administered as I hope it will be, will materially strengthen the cause of discipline and produce far-reaching consequences in the direction of elevating the tone and standard of secondary education throughout these provinces.

Another important portion of our Regulations deals with the question of the residence of students. The problem of the residence of students is admittedly one of great difficulty, because the experiment has not been tried for a sufficient length of time, and the widest divergence of views prevails upon the subject. One aspect of the matter, however, is beyond the pale of all controversy. It is the duty of all Colleges, not only to maintain intellectual discipline among their students but to provide for their moral and physical welfare. If our boys are to grow up into healthy manhood, it is not enough that their intellectual faculties should be developed; it is essential, that they should possess a healthy mind, they must be sedulously kept from the path of temptation; they must be, to use a homely expression, housed and fed. Where they do not reside with their parents or guardians, the responsibility in this matter must be thrown up on the authorities of the Colleges of which they are the members. On this ground alone, Regulations for the residence of students

are absolutely indispensable, and the Regulations which have been framed are, I believe, sufficiently stringent and at the same time practicable under the existing conditions. I am not unmindful that the work is one of some difficulty and delicacy, and a great deal of the success of the system must depend upon the manner in which the Regulations are enforced by the Students' Residence Committee. The questions they will have to decide, may affect the mode of life and the manners and social customs of our students; and if they are unable to realise the position of the students and to appreciate the effect of the social and religious surroundings in which they have been brought up, any unwise action on their part may lead to the failure of the residential system and end in disastrous results. If, however, the authorities of all the Colleges loyally and cordially co-operate with the University, and if the University proceeds with caution in this matter, the system which must still be regarded as in an experimental stage, cannot fail to be productive of beneficial results to our students. I make no reference to another aspect of the question, which for the present, at any rate, must be deemed to be beyond the domain of the practical politics of our academic life. If the residential system ultimately takes root and obtains a firm hold of the mind of our people, as I fervently trust it will, the time may

come, when all our Colleges will be converted into truly residential Colleges of the type so familiar in the Universities of the West. Then and then alone will there be the growth of corporate life amongst our students, and each College will fittingly be described as a corporation of teachers and students banded together for the promotion of learning. The question, however, is ultimately reducible to one of finance, and even with the aid of the liberal contributions of the Government of India for which we are deeply grateful, we find it impracticable to make even an appreciable beginning. But I am optimistic enough to believe that the time is not far distant when we shall find ourselves in a fair way to realise this ideal—an ideal which, it would be a mistake to suppose, is Western in origin and conception. According to the ancient Indian ideal, the student must, during the period of his pupilage, reside with his Preceptor, serve him loyally and faithfully, and when he has finished his studies and entered the world, retain for ever the influence of the stimulus and inspiration he has received. May our students of the future cease to regard Examinations and Degrees as the sole end of University education, and realise that the discipline of the intellect, and the formation of character are far more momentous than absorption of knowledge and attainment of academic honours.

It would be impracticable within the time at my disposal to make any but the briefest reference to the changes of a fundamental character which have been introduced by the Regulations for the various Examinations of the University. I have not the slightest desire to enter into the field of controversy, for it must be conceded that there is room for wide divergence of views upon many of the intricate questions with which these Regulations necessarily deal. But it would be useful to refer to the leading principles, because as soon as they are realised, they cannot fail to affect the mode of training imparted to our boys and young men. The aim of the Regulations throughout has been to simplify the Examinations, to distinguish between the essential and the non-essential, to allow all students a wide choice and free scope as regards the latter, but to demand thoroughness of knowledge from every candidate in the subjects of his choice. At the Matriculation stage, the courses must be so framed, as to include subjects that would train and develop some power of expression, some power of reasoning, and some power of observation. To give the student some power of expression, unquestionably the best medium is his own language in the first place, with the structure and literature of which he ought to have a tolerable familiarity. The Regulations

consequently insist upon a knowledge of a student's own vernacular and a power to practise composition, as essential at all stages of his career from Matriculation to Graduation. This recognition of the claims of the Indian vernaculars will, I believe, have far reaching consequences of the healthiest character. But in addition to a knowledge of the vernacular, a student must, in order that he may have an adequate literary training, cultivate the power to write clear, simple and correct English and to form an intelligent comprehension of plain modern English on familiar subjects. He must in addition acquire some knowledge, accurate so far as it goes, of one classical language. If these languages are intelligently taught, if the student is made to appreciate the contrast of the languages in idiom, diction, method and manner, he ought to derive considerable intellectual discipline, and his power of expression ought to be developed on the right lines. To give him some power of reasoning, he must learn the elements of Mathematics, which include a training in Geometry beginning with experimental work and gradually introduce him to the processes of Geometrical reasoning. To ensure that he cultivates his power of observation, it would be desirable to give him the rudiments of experimental physics or mechanics or inorganic Chemistry. This, however, has not been found

to be practicable, as by far the largest majority of our schools, have no adequate equipment for the teaching of experimental subjects. The student is, therefore, allowed a choice of subjects which includes a general knowledge of the History of his country and a general knowledge of the Geography of the world. It is obvious that a course of training of this description, if it is rightly pursued, and if unintelligent memory work is discarded, is bound to develop the intelligence and to qualify the student for admission to a course of University studies. No exceptional ability is needed in a student to complete such a course at the age of sixteen. The one element essential for the success of the system is that the students should be properly trained from their earliest years, that they should be trained not merely to acquire a certain amount of knowledge, but also to exercise their power of expression and their power of reasoning. As regards examinations other than the Matriculation, thoroughness is demanded as the dominating quality in every study, and this cannot rightly be regarded as a hardship, as students are allowed a wide choice of subjects. In the Faculties of Law and Medicine, changes of a fundamental character which are calculated to promote thoroughness, have been introduced. In the examinations in the Faculty of Law, this has been secured by

the introduction of the system of teaching by cases and the holding of classes for the discussion of legal problems, which is now recognised as an effective method in all modern law schools where Law is taught as a science. In the case of examinations in the Faculty of Medicine, the period of study for a Degree has been increased by one year, so as to give time for adequate practical training and Hospital duties. A Degree in Teaching has been instituted, which it is not too much to hope, will encourage persons who are or intend to be professional teachers to turn their attention to the theory and methods of teaching. Lastly, we have instituted the Degree of Doctor for the recognition and promotion of Original Research.

There is only one other point in connection with the new Regulations to which it is my duty to invite your attention, I mean the Regulations which deal with the appointment of University Professors, Readers and Lecturers. Although the time may be distant when we shall be in a position to have a number of University Professors, and although perhaps we can afford to have University Readers and University Lecturers only on a somewhat limited scale at present, the Regulations in respect of these matters are in one sense of paramount importance. These Regulations indicate that the University is no longer to be a merely examining

body with power to grant Degrees; it is not even to be merely a federation of Colleges; it is to be these and a great deal more. It is ultimately to be a centre for the cultivation and advancement of knowledge. This is unquestionably the true ideal of a University, and the realization of this stimulating ideal, though it may be attended with difficulties, is imperative and is by no means impracticable. Among the brightest signs of a vigorous University, is zeal for the advancement of learning, and the true function of a University is not merely the distribution of knowledge, but also its acquisition and conservation. Every Professor must be a student, and every advanced student must be animated by a higher ideal than mere absorption of knowledge. You cannot, it may be, secure this by Regulations, nor can you expect the fulfilment of this ideal from every Professor and every advanced student. But while it is manifestly the duty of a Professor to assimilate existing knowledge, he has a higher duty to perform, up to the limits of his powers and his opportunities—he must make strenuous effort to contribute to the increase of knowledge and the advancement of truth. It is also the duty of the best and most capable amongst our advanced students, so far as time and opportunity permit, to undertake a course of post-graduate study and research. Unless the University can

show a substantial amount of research, produced by the aggregate of its Professors, and unless it can show that it has trained a substantial number of able and willing workers to carry on research in the different branches of knowledge, the University can hardly be regarded as approaching the realization of its ideal. The University is legitimately entitled to claim that ample funds should be placed at its disposal, either by the Government or by the wealthy aristocracy of these Provinces or by both, to enable it to discharge its duties adequately in this matter. I have heard it said, however, that even if provision is made for University Professors, and even if opportunities are afforded to our students for post-graduate research, how few are the intelligent young men who are likely to avail themselves of the benefit of these advantages. I am by no means persuaded that the number would be relatively smaller than in other seats of learning, where similar conditions prevail. But, even if the number be smaller, it would not, from my point of view, affect the value and importance of the system. You cannot estimate intellectual work by numerical standards alone. It is absolutely wrong to apply statistics to the case of Institutions like Universities where the highest form of knowledge has to be cultivated. It is not the number but the quality of students, it is not the *quantum* of knowledge but the

character of the training which is received, that determines the position of the University. This is pre-eminently a matter in which it may *fittingly be said, that although it is important to count, it is much better to weigh.* It is the paramount duty of the University to discover and develop unusual talent. No University is worthy of its reputation which does not enrol among its Professors, men best fitted to advance the bounds of knowledge, which does not relieve them of administrative and tutorial work and thus place them in a position consistent with the most effective discharge of their legitimate duties. No University can rightly be regarded as fulfilling the purpose of its existence, unless it affords to the best of its students, adequate encouragement to carry on research, and unless it enables intellectual power whenever detected, to exercise its highest functions. I trust, I have said enough to indicate that the work which lies before us will, by its very vastness and complexity, tax the best energies of all Members of the University for many years to come. To improve the Colleges, to reform the Schools, to re-organize the whole system of teaching by which knowledge is brought home to our young men, to make adequate provision, not merely for their intellectual but also for their moral and physical welfare, and last but not the least, to turn the University into a centre of intellectual

activity, will require the united effort of the Members of the Senate and the faithful co-operation of all who are vitally interested in elevating the tone and standard of University education in these Provinces.

After this imperfect retrospect and prospect of academic work, I must now address a few words of advice and encouragement to the young men who have just been admitted to their degrees.

Graduates of to-day—Do you realize fully the true import of the Degrees to which you have been admitted, and do you realize the responsibilities which you will incur when you are sent forth into the world, stamped with the seal of approval of your University and accredited with the honour of her Degrees? Those amongst you who have been admitted to the Degree of Bachelor in any of the Faculties, have attained the status of apprentices as opposed to the Master Workman; you have qualified yourselves for admission into the temple of learning; you have merely taken the first of the steps by which the distinction of a full membership of a guild of teachers and scholars is to be attained. Those amongst you who have been admitted to the Degree of Master, have given further evidence of your skill; you have made considerable progress and acquired deeper knowledge of your special subjects. But

it would be a lamentable mistake to suppose, that whether Bachelors or Masters, your education has been finished. Remember that your special education but now begins, and remember further, that you will no longer have the advantage of the guidance of your conscientious teachers; henceforth, you must be your own teachers, and self-education will become to each one of you a sacred task and solemn duty. This life-long pursuit of knowledge is essential, not merely for the sake of your individual enlightenment, but also for the amelioration of millions of your countrymen, who for many years to come, will not have the benefit of Western thought and Western culture. It ought to be your pleasant duty, as it is your proud privilege, to be the interpreters of Western culture to the Eastern mind. Assimilate, therefore, all that is best and of abiding value and interest in Western literature, Western philosophy and Western science, and communicate the result to those amongst your countrymen who have not been favoured like yourselves and have not enjoyed the benefits of an English education. At the same time, though steeped in the culture of the West, disregard not all that is most sublime in Indian thought and all that is best in Indian manners and customs. Neglect not in the glare of Western light, the priceless treasures which are your inheritance.

In your just admiration for all that is best in the culture of the West, do not, under any circumstances, denationalize yourselves. Do not hesitate to own at all times that you are genuine Indians, and do not fail to rise above the petty vanities of dress and taste. Above all, sedulously cultivate your vernaculars, for it is through the medium of the vernaculars alone, that you can hope to reach the masses of your countrymen and communicate to them the treasures you gather from the field of European learning. Forget not, however, that your responsibilities in this matter will be of the gravest character. You ought to be the trusted interpreters of the West to the East and of the East to the West. In the discharge of this noble duty, may you never deviate in the least from the straight path of rectitude, honour and wisdom. May you be the faithful representatives of England's good will to India and of India's claims on England, and may you in this manner, remove distrust and misconception and spread mutual confidence and mutual light. In this matter, as in all others, act with caution and moderation. Judge and examine for yourselves every question that comes before you, with care and thoroughness. Evade not difficulties when they face you, but solve them to the best of your ability. Satisfy not yourselves with convenient or comfortable doctrines, merely because they appeal to your

feelings or imagination and are propounded with an air of authority or dogmatism. Sternly examine them and accept them only if they stand the test of truth and reason. But, at the same time, be tolerant of the opinions of others, and be charitable in your interpretation of their motives and actions; for remember that true independence of character is perfectly consistent with a feeling of reverence where reverence is justly due. Above all, be grateful to your University and be loyal to her interests throughout your career. True it is, that your University is not the growth of centuries and that as yet, there is no ancient tradition to be maintained as in the case of the older Universities of Europe; but that only makes it imperative upon you to cherish the fair fame of the University of which you are members from this day forward. Her reputation has yet to be made, and it is incumbent on you to make it for her, for as the tree can only be judged by the quality of its fruits, *the University can only be judged by the conduct and character of her sons*. All the strenuous efforts of the University to elevate the level of high education will be fruitless, if you do not stand forth conspicuous amongst your countrymen, both for learning and for virtue. A vigorous University exercises a beneficent influence upon the life of a nation, not merely by its contribution to the success and material

welfare of the people, but also because its teachings dominate the actions of men and produce a profound, if imperceptible, influence upon the course of civilization. While you devote yourselves, therefore, to the conscientious discharge of the duties for which you have been fitted by the education you have received under the auspices of the University, forget not the interests of the University which has ratified and stamped your efforts. In whatever sphere of life your lot may be cast, watch with anxious solicitude the progress of the University, and remember always that your actions will affect her reputation and that it is only by your loftiness of purpose and sedulous adherence to high toned principles that you can create for her a reputation of which future generations of her graduates may justly be proud.

The 14th March, 1908

The Right Hon'ble Sir Gilbert John Elliot-Murray-Kynynmound, P.C , G.C.M.G., Earl of Minto.

Chancellor

**MR. VICE-CHANCELLOR AND MEMBERS OF THE
CONVOCATION,**

This is the third Convocation over which I have had the honour to preside since I succeeded to the office of Chancellor. But to-day's assemblage is exceptional in that this year the University has attained to its 50th anniversary—and I must congratulate you, Mr. Vice-Chancellor, and the University authorities, and graduates on their first Jubilee.

It is a memorable day in the history of the University. I only wish that your Chancellor could have discovered a few leisure hours to better qualify himself to address the Convocation on this auspicious occasion, for the past 50 years have been very full of incident—full of material for study of the growth and the results of education, and for careful consideration of its future problems

It is curious to look back, from our present educational stand-point, to the early days of the East India Company. For many years after they had taken over the administration of the

territories they had acquired, no attempt was made to inaugurate any regular system of education. Their policy was to leave the scattered and widely different indigenous system such as they were to themselves, undisturbed and unsupported by grants from Government, and together with this disregard for the teaching of the people over whom they had commenced to rule, there would appear to have been a marked decline, amongst the Indian population itself, in the cultivation of literature and science.

My ancestor, Lord Minto, refers to this decline in a very interesting educational Minute of March 6th, 1811 ; he says—"It is a common remark that science and literature are in a progressive state of decay among the natives of India. * * * The number of the learned is not only diminished, but the circle of learning, even amongst those who still devote themselves to it, appears to be considerably contracted. * * *

The immediate consequence of this state of things is the disuse, even actual loss, of many valuable books ; and it is to be apprehended that, unless Government interposes with a fostering hand, the revival of letters may become hopeless, from a want of books or of persons capable of explaining them. The principal cause of the present neglected state of literature in India is

to be traced to the want of that encouragement, which was formerly afforded to it by Princes, Chieftains, and opulent individuals under the Native Governments," and he goes on to tell how a liberal patronage "was formerly bestowed, not only by Princes and others in power and authority, but also by the Zemindars, on persons who had distinguished themselves by the successful cultivation of letters." * *

But, Mr. Vice-Chancellor, we have with us to-day a distinguished Indian gentleman, who has nobly followed the example of the great men of hundred years ago. The munificent gift of the Maharaja of Darbhanga to the University Library will earn for him the lasting gratitude of the Indian literary world, and I feel sure that I shall meet with warm approval in exercising my power as Chancellor and nominating him an Honorary Fellow for life, as an eminent benefactor of the University.

But to return to early days. Perhaps it was only natural that during the hard-fought wars of the Company there should have been little time to spare for the care of the arts and sciences, whilst the great Eastern potentates who had done so much to patronise them were themselves struggling for existence. However that may be, it was for Warren Hastings first to recognise the responsibility of the Government, and in 1782 he founded the Calcutta Madrassa for

Mahomedans. Nine years later, came the Hindu College at Benares and it was not till the Charter Act of 1813,—one of the results of Lord Minto's Minute which I have quoted,—that powers were granted to provide systematically from public funds for the furtherance of education and such annual grants were at first confined to the encouragement of Oriental methods of instruction, till in 1835 Lord Macaulay wrote that historical minute which went far to introduce Western education into India. Then followed a period of somewhat ill-defined attempts to extend English education, in which self-denying missionary effort played its full part till we reach the next important landmark, the despatch of 1854, from the Court of Directors, which prescribed, among other measures necessary for a more extended and systematic promotion of general education in India, the foundation of Universities at the three Presidency towns. The Calcutta University was incorporated in 1857, and commenced operations with about 50 schools for the Entrance Examination and 13 affiliated institutions for the B. A. Examination. It was modelled on the University of London,—except that, inasmuch as that institution was then a purely examining body, Calcutta University has always included a far greater sphere of influence in the control of the colleges and schools affiliated to it,—and Lord Canning in the midst of the tremendous

responsibilities which everywhere surrounded him became its first Chancellor. Fifty years have passed by since then, and to-day an Indian gentleman, a distinguished scholar and jurist, brings to bear on the conduct of its affairs a patriotic zeal for the promotion of higher education among his fellow-countrymen which is only equalled by his experience and administrative ability. I congratulate the University on its possession of Dr. Mookerjee as its Vice-Chancellor,—a worthy successor of other eminent Judges of the High Court who have before him filled the Vice-Chancellor's Chair. But I would impress upon you that he has assumed the reins of office at a turning point in the history of the University, for with its Jubilee the University enters not only on a new chronological era, but on a new regime, under new administrative conditions, the Incorporation Act of 1857 having, as you know, been amended by the University Act of 1904. There may have been doubts as to the character of the new regime and the suitability of the new conditions to the wants of the country and of the educated community, but I know of no pilot more capable of steering the ship of learning through educational shoals and quicksands than Dr. Mookerjee, and I have no need to prophesy as to the future. Yet of this we may rest assured, we have embarked upon what has

been very aptly called—"The New Ideal" in University education in India—possibilities are in the air which have not yet been moulded into shape—early conceptions of the aims of University education are giving way to the hopes of educational influence over social life—a thirst for practical knowledge, and for the wholesome enjoyment of the advantages offered by residential colleges, is beginning to deem the momentary glories of successful examinations. I believe that on the proper development of affiliated residential institutions the power of this University to confer lasting benefits upon the people of India will largely depend. How that development can be furthered is one of the problems with which we have to deal, but in one direction it would appear to me to afford exceptional opportunities,—for the encouragement of religious training,—for though the Government of India must, as I have recently said, hold the balance evenly between all religions and sects, I cannot but feel that a system of education which aims at the training of youth with no regard for religious truths ignores the very foundation upon which all that is noble in a people should be built.

The entire absence of religious teaching is a defect in our system of education—and yet it is a defect with which the absolutely necessary religious neutrality of British administration renders it impossible for the Government of

India to deal. Before the advent of Western learning secular and religious instructions went hand in hand. The teacher was also the spiritual guide, and we cannot disguise from ourselves that a system for which we are answerable has to a large extent deprived the student of instruction of his own faith. It would be useless now to speculate as to what proportion of the causes for any untoward results may be allotted to the system, or to the want of religious teachers, or to the students themselves, but I would ask the latter to assist as far as in their power to neutralize the evil. They and the University authorities can justly look to the religious associations throughout India for assistance. I have been a University student myself, and I know full well how the surroundings of University life go to form a young man's character and to assist in his future career. One is apt to think of such things perhaps too late, after we have bid farewell to *Alma Mater* when opportunities have been lost that can never be recovered, and I would ask to you, young men of the Calcutta University, to enquire of yourselves at this period of your lives, what this education has done for you, and to think how you can best utilize it. Do not let the knowledge it has given you lead you astray. It will have opened to you fresh hopes, and glittering possibilities for the future, but should all the more deepen your

sense of duty and responsibility. You have come to manhood at a period of great educational advancement throughout India, and at a time too when, through a certain backwardness in the development of indigenous industries, there is not sufficient employment for the ever-increasing educated class who seek for it. At present too I know that high prices and increased expenditure in living are pressing hard on the "Bhadralock" of Bengal, who may naturally feel that what they have spent in education is after all yielding them but a poor return, and I fully sympathise with them in their difficulties. But yet I hope that, with each succeeding year, the growth of home industries, and the consequent demand for greater technical knowledge, together with the restoration of Indian art and letters, will throw open fields of employment, which now scarcely exist, for those who need never think they have wasted their time in a University education. In furtherance of my hope, I have great pleasure, Mr Vice-Chancellor, in announcing that the Government of India will give an annual grant of Rs. 10,000 towards the establishment of a Chair of Economic Science. Education must move with the times, and I trust that this new Professorship will put within reach of the students of this University opportunities for obtaining that practical instruction which commercial enterprise and universal

competition will more and more require. The past history of the University augurs well for the success of the invaluable work it has before it.

The 14th March, 1908

The Hon'ble Mr. Justice Asutosh Mookerjee

Vice-Chancellor

YOUR EXCELLENCY, YOUR HONOUR, LADIES AND
GENTLEMEN :

My first words on the present occasion must be expressive of my deep gratitude to His Excellency for the extremely kind and indulgent manner in which he has commended me and my work in the University; my sincerest thanks are no less due to the members of this distinguished assembly for the obvious marks of satisfaction with which they have received that approbation. I deem it, indeed, a great privilege to be permitted to address this Convocation which has been held in commemoration of the Jubilee of the University. On an auspicious occasion of this description, one naturally feels tempted to review the progress of the University during the fifty years of its existence and to recount the benefits which have resulted to our people from its foundation. Such an elaborate survey, however, must be more fittingly reserved for the Memorial Volume which the University intends to publish, and I must restrict my theme on the present occasion to the barest outline of the position we occupy at the present

moment, indicating, on the one hand, the progress we have made in the past, and, on the other, the vastly extended range of work which we have to accomplish in the future.

When I had the honour to address the Convocation twelve months ago, it was my painful duty to refer to the heavy losses we had recently sustained in the ranks of our devoted workers. It is a matter for congratulation, that, in this respect, we have been comparatively fortunate during the last year, although we have to deplore the loss of some distinguished friends and workers of the University. Maharaja Sir Jotindramohan Tagore, who occupied the foremost position in Indian Society and whose loss is mourned by all sections and classes of the community, was remarkable alike for his culture and wisdom. He was a true friend of education, and a sincere promoter of learning; the interest which he took in the work of the University as President of the Faculty of Arts and as a member of the Syndicate, is still held in grateful remembrance, while his benefaction will transmit his name to future generations of students of law. Babu Sreenath Das greatly distinguished himself as a student and teacher of Mathematics in pre-University days, while he was known to a later generation as a brilliant member of the legal profession and as a representative of the Faculty of Law on the Syndicate. Babu Umeschandra

Datta was a quiet and unostentatious worker in the unremunerative paths of education, and his name will be cherished by future generations, for solid work modestly accomplished in the development of one of the foremost Colleges of this city, in the progress of the education of our females, and in the promotion of charitable and religious institutions. By the death of Doctor Moir, who represented the Faculty of Medicine on the Syndicate, we have been deprived of the services of a gentleman of the highest professional attainments and character, and the lamentable circumstances under which his career was cut short in the prime of life, inevitably call forth the deepest admiration for unflinching devotion to duty in the face of obvious and immense personal danger. By the retirement of Mr. Ratcliffe, the Senate has been deprived of the services of a member whose views on academic matters were put forward with courage and moderation, and smoothed many a debate when the new Regulations were framed. Last but not the least, by the retirement of Dr. William Booth, the Indian Educational Service has lost one of its most capable and distinguished members, a man remarkable for independence of character and unflinching devotion to what he felt was right. His services to the cause of education in this country as the Principal of important Colleges, as an Inspector of Schools,

as a Director of Public Instruction and as Registrar of this University, can hardly be over-estimated. The enthusiasm which he kindled in his pupils, among whom I have the privilege to count myself as one, by his brilliant lectures and investigations in Mathematics, has never been surpassed in this country, and his name will be held in grateful recollection by more than one generation of Indian students.

Two events of paramount importance to the progress of our academic work have happened during the last twelve months, and deserve more than a passing notice. To one of these, the munificent gift of two and a half lacs of rupees by my Hon'ble friend the Maharaja Bahadur of Darbhanga, a felicitous reference has already been made by His Excellency the Chancellor. The other is a munificent gift of another two and a half lacs of rupees by the late Babu Guruprasanna Ghose, one of the most cultured scions of a well-known aristocratic family of this city. Forty years ago, the University was the fortunate recipient of five lacs of rupees, out of which two were contributed by an enlightened prince of merchants, Mr. Premchand Roychand of Bombay, and three by an accomplished lawyer of this Province, Babu Prasannakumar Tagore. I cannot but deem it a fortunate circumstance, that on the present occasion, we have enlisted

the sympathies of the wealthy aristocracy of these Provinces, and that we owe our benefactions to members of that body who have lived in the temple of Fortune, and there unsatisfied, have gone higher, by arduous steps, to the temple of Charity, where they have so fittingly bestowed their gifts, in the consciousness that great acquisitions involve great responsibilities. It is worthy of note that the bounty of each has been called forth for an object which is of incalculable importance to the advancement of education in this country. The benefaction of the Maharaja of Darbhanga is to be devoted for the foundation and extension of the University Library; the benefaction of Babu Guruprasanna Ghose is to be applied to train Indian students in the Arts and Industries of Europe, America and Japan. Whatever controversy there may be as to the future development of this University, there can be no possible doubt or dispute as to the sovereign importance of a Library and a Technological Institute. Whoever, therefore, gives us ample funds for the foundation of a Library where the archives of the human race may be treasured and studied, whoever gives us funds to train our young men in laboratories, which not only open the arcana of Nature but directly promote the industries, must awaken our admiration and imperatively claim perpetual gratitude. I

ferverently hope that these recent examples of beneficence, so great and wise, so well calculated to advance the moral and intellectual welfare of our youths, will not be completely lost to the many enlightened representatives of wealth and culture in this great Province.

I shall now pass on for a moment to the work of the University during the last twelve months in the way of enforcement and practical realization of the new Regulations. As I had occasion to observe last year, the portions of the new Regulations which are of fundamental importance, are those for the appointment of University Professors, Readers and Lecturers. They mark an epoch in the history of the University which is no longer to be restricted to its scope of an examining body with power to grant Degrees, but is in future to undertake post-graduate teaching and ultimately form a centre for the cultivation and advancement of knowledge. It is a matter for congratulation that the University has found it practicable, with the limited means at its disposal, to make a definite and substantial advance in this direction. We have been able to secure the co-operation of three distinguished scholars as University Readers, each of whom is unquestionably pre-eminent in his own special subject. The brilliant lectures of Dr. Thibaut on the Astronomies of the ancient Oriental nations and of Professor

Schüster on the progress of modern Physics, have rightly evoked considerable enthusiasm amongst our advanced students and College Lecturers, while the course of lectures on the Geology of India announced by Dr. Holland, is awaited with wide-spread interest. I am not altogether without hopes that our funds may permit us to arrange for other courses of lectures during the next year, upon subjects of vital interest and importance to Indian scholarship. During the last twelve months also, the Senate has arranged for a large number of University Lecturers for the benefit of post-graduate students, and it is worthy of note, that although we have not found it practicable to make adequate provision for all branches of study, literary and scientific, provision has been made for lectures which were urgently needed, including instruction in Pali language and literature by Mr. Kosambi, a Maharatta scholar of considerable distinction, and advanced instruction in the Vedas by Acharyya Satyabrata Samasrami, the foremost Vedic scholar in these Provinces, who has devoted a life-time to these special studies. By the munificence of the late Babu Sreegopal Basumallik, we have been further enabled to appoint a brilliant graduate of this University, Pandeya Ramavatar Sarma, to lecture on the Vedanta Philosophy and to unravel to our students the intricacies of that

fascinating subject. The University has also, during the past twelve months, instituted prizes in commemoration of our Jubilee for the promotion of literary and scientific research by our graduates, and we have further found it possible, with the help of money placed at our disposal by a Memorial Committee, presided over by an Ex-Vice-Chancellor of this University, the Hon'ble the Chief Justice of Bengal, to institute a research prize in Medicine which is to bear the name of the late lamented Maharaja Sir Lachmessur Singh of Darbhanga. Lastly, the Senate has sanctioned the institution of twelve post-graduate scholarships of the value of Rs. 32 a month, each tenable for two years, by distinguished Bachelors of Arts and Bachelors of Science who desire to proceed to the Degree of Master. To crown all this, we have the gracious announcement by His Excellency the Chancellor about the foundation of a University Professorship which has been received by all with feelings of intense satisfaction, and which will make the administration of His Excellency gratefully remembered for ever as the era of effective and substantial support by the State to the cause of the highest education of Indian youths. I trust I have said enough to show that this much may be legitimately claimed on behalf of my colleagues on the Senate that there has been no lack of zeal or devotion on the part

of the members of this University, and that we have established strong claims upon the munificence of my wealthy and educated countrymen for substantial help, so that we may

“ Draw new furrows beneath the healthy morn
And plant the great Hereafter in the Now.”

Another work of vital importance upon which the University has been engaged during the last twelve months, is a preliminary survey of all our affiliated Colleges and recognised Schools. As I had occasion before to point out, the control of the University over the affiliated Colleges and recognised Schools, and the power of supervision created by the new Regulations, are likely to have far-reaching consequences. Henceforth it will be the first duty of the University to secure the efficiency of the Colleges, and to be assured that the recognised Schools are maintained as places where sound education is imparted and strict discipline is enforced. We have within our jurisdiction more than fifty Colleges and over six hundred Schools; the reports upon their condition, which will require careful consideration, make it amply manifest that the Institutions where our boys and youngmen receive their training, are, I regret to say, almost without exception, much below the standard of efficiency contemplated by the new

Regulations. I have no desire to magnify our difficulties, but at the same time, I feel keenly that it would be a fatal mistake to ignore them and to take a too optimistic view of the situation. It is safe to say that the educational Institutions of the future, quite as much as those of the present, will be largely controlled, if not dominated, by three factors—teachers, instruments and books. In each of these vital elements, the deficiency of our institutions is remarkable. They are without exception, undermanned ; of Libraries and Laboratories, there are only a few, if any, which can satisfactorily stand the scrutiny of the most reasonable tests applied according to western ideals. The one possible solution of the situation plainly appears to me to be the expenditure of more money for educational purposes. I wish it to be understood that I make no exception in favour of any particular Institution, be it maintained by the State or aided from public funds, or supported by private munificence. They all stand in need of urgent reform and expansion, and it is indisputable that if they are to be maintained in a state of efficiency, their scope must be restricted, and the authorities of each Institution must concentrate their attention and direct the energies of their teaching staff to selected branches of knowledge. But even if each Institution specializes, as I have suggested, considerable expenditure will be necessary to

strengthen the staff, to remunerate them decently, if not adequately, to improve the Libraries, and to establish proper Laboratories. The warning cannot be too soon or too emphatically given, that strenuous effort and large outlay will be imperatively needed for many years to come, on the part of all interested in the welfare of our Colleges and Schools.

From this imperfect review of our present position and future prospects, let us travel back in our imaginations, for a moment, half a century back to the time when the University was founded, and take stock of the progress we have made. I do not desire to dwell at any length on the rapidity and exuberance of the growth of the University, though it is indubitably a matter for sincere congratulation. It would hardly be profitable to recount how the University started with a dozen Colleges and a few hundred students, and how, in less than a quarter of a century, the number of Institutions within its jurisdiction had increased sixfold, and the students directly amenable to its influence, had to be counted by thousands. Nor is it necessary for me to remind you, how with the phenomenal progress of education throughout the whole of Northern India and under the pressing demand of local conditions, two other Universities have grown out of the parent body, like offshoots from the banyan tree, and now exercise a

salutary influence over education in the United Provinces and the Punjab, while our original Institution, territorially restricted, still exhibits unabated vigour and activity. I need also make only a passing reference to the circumstance, that the benefactions which the University owes to the munificence of private individuals, represent fourteen lacs of rupees, to which may be added our Reserve Fund of six lacs. I do not lay special stress upon these figures, for although they indicate to some extent the popularity of the University and some degree of prosperity, the sums at our disposal are totally inadequate for our needs and would rightly be regarded as insignificant in Europe and America, where, what has taken us half a century to accumulate, would not improbably be contributed by a single beneficent founder like John Hopkins or Leland Stanford. I pass by this aspect of the material progress of the University, and I pause for a moment to ask, what progress we have made in our conception of the true scope and functions of a University during half a century of its existence. Here, at any rate, it is some satisfaction to find that we have made definite progress in the right direction. The fundamental conception which lies at the root of the Act of Incorporation of 1857 was that the University was to be a purely examining body. Nearly half a century later,

we have come to realise that the object of the University is something wider and nobler than the mere application of tests, however searching they may be, to determine the extent and accuracy of knowledge acquired in Institutions over which the University had no direct or adequate control. The present conception of the function of the University is, that it is an Institution for the acquisition, conservation, refinement and distribution of knowledge. I believe it is the opinion of most persons competent to form an opinion upon educational matters, that this salutary change in the conception of the true function of this University, has been recognised not a moment too soon. The original limited conception of the University as an Institution which exists solely to conduct examinations and confer Degrees, necessarily produced the disastrous result that teaching was subordinated to examinations. While it may be conceded that a system of examinations, properly and reasonably conducted, has undoubted advantages in every system of academic study, it would be idle to deny that there are grave abuses and distinct tendencies to abuse in the extraordinary development of the Examination system in modern times. One of the greatest evils is hasty cram at the last moment instead of the quiet and deliberate appropriation of knowledge from day to day. Another, and,

perhaps, a still greater evil, is the desire to adapt the teaching to the examination, or to put it from the point of view of the student, an ingenious attempt to circumvent the examiner by a close study of his habits and proclivities. A third evil, equally disastrous, is an artificial determination of subjects of study which are selected by the student, not entirely from the point of view of his special aptitude, but very often from considerations whether a particular subject pays well at the examination. These and other evils which, if not inherent in, are at any rate concomitant to all elaborate systems of examination, are naturally aggravated, where, as here, a University exists exclusively for purposes of Examination. I rejoice, therefore, that under our new constitution, post-graduate teaching is definitely regarded as one of the duties of the University, and henceforth I trust the principle will never be overlooked that the teacher is unworthy of his vocation who keeps the coming Examination perpetually in sight, that examinations are subordinate to teaching, not that teaching exists for the sake of examinations. Another fundamental idea, to some extent inseparably associated with the position I have just indicated, is partially recognised, for the first time, by the new Regulations, and when further developed, may have far-reaching consequences—I mean the

recognition of the claims of research in every system of advanced education. I am not unmindful that there is an unwholesome dread of the very term 'research' among some people who profess to be interested in education, but I sincerely trust there is none such in this assembly. It is rather late in the beginning of the twentieth century to doubt or dispute the value and importance of research as a part of academic training and as a necessary qualification for admission to the highest Degrees of the University. Call it by what name you will, describe it, if you please, as investigation, or as advancement of knowledge in the language of Bacon, or as creative action in the phrase of Emerson, or as constructive scholarship in the words of Munsterberg, there can be no possible controversy as to the importance of the conception. I do not deny that every aspirant for research, at the outset of his career, requires control and the benefit of the counsel of a more learned and experienced person. But with adequate preliminary training and proper guidance, our advanced students are thoroughly qualified to enter upon the field of investigation, as a proof of which it is sufficient to mention, that this afternoon, for the first time, we have conferred the Degree of Doctor of Philosophy upon two of our distinguished graduates, Dr. Satischandra Vidyabhushan for contributions

to the history of Indian Logic and Dr. Abdullah Sohraworthy for contributions to Mahomedan Jurisprudence. Nor should I pass over in entire silence upon the much debated question of the relation of instruction to research. It is asserted by some with a degree of confidence, that Professors engaged in research must to some extent neglect the interests of the students committed to their care, and that if they are devoted to the interest of their students, they have no time for research. But while I do not deny that serious administrative duties are impediments to prolonged work in the Laboratory or the Library, while it is undeniable that instruction is not administration, it is quite possible to combine instruction with investigation ; as a proof, it is sufficient to refer to important investigations in the domain of Chemistry by my friend Dr. Praphullachandra Ray of the Presidency College, which have been utilised even for purposes of elementary instruction. The truth seems to me to be that while sterile intellects attribute their non-productiveness to overwork, a more acute diagnosis detects a lack of will-power. I fervently hope that the conception of research has come amongst us to stay, and will spread throughout the land from peak to peak like the signal fires described by the Greek Dramatists of old.

There are two other fundamental ideas inseparably associated with the progress of the University which deserve a brief reference on the present occasion. When this University was established half a century ago, it was founded upon a policy of religious neutrality, and ever since then, our Regulations have wisely embodied an emphatic declaration that no question shall be asked at any University Examination which would require an expression of religious belief on the part of the candidates, and no exception shall be admissible against any answer, on the ground that it expresses peculiarities of religious belief. The wisdom of this policy has never been seriously questioned, but the result has been somewhat unexpected and has often been rightly lamented. A theory has gained ground for many years past that nothing need be taught in Schools and Colleges which is not directly required for purposes of University Examinations, and that consequently, it is no part of the duty of the Institutions in which our boys and youngmen are trained, to consider the question of their moral and religious instruction. It is however undeniable that, as His Excellency has so appropriately pointed out, no system of education which is purely intellectual and which leaves severely alone the moral and religious elements of life, can satisfy the national want or promote the growth of healthy manhood.

If this University is to have a permanent hold upon the mind of our people, this aspect of the problem will have to be faced and solved. I do not profess to have discovered a remedy, but I firmly believe that if the authorities of our Colleges and Schools earnestly take the matter in hand, a practical solution will be attainable. I do not deny that we are still at the threshold of the residential system of education, which was in times past our own indigenous system and which now prevails in European Universities, and, it may be, many a long year will pass, before the University will be in a position through its Colleges to exercise that domestic discipline over its students which is a valuable feature in the Universities of the West. But there is no reason why, meanwhile, moral and religious training should not be coincident with intellectual discipline. If this is fundamental to all real progress, as I firmly believe it to be, it is surely our duty to see that while our youths are forming their habits of body and mind, they are also forming their habits of moral and spiritual life, and that they are taught, not necessarily in the College, but simultaneously with their Collegiate lessons, to build on firm foundations their ethical conduct and their religious faith. I need hardly assert that as a pre-requisite to the success of any system which may be devised, it would be essential that every

student, under the guidance of his guardian,^{*} should have absolute freedom to be trained in the religious faith of his fore-fathers; that, subject to this restriction, the idea is workable is illustrated by what has been accomplished in the Central Hindu College of Benares which is rightly regarded as one of the soundest and most remarkable Institutions founded in recent years. I have no faith in the efficacy of abstract religious maxims solemnly inculcated by grave teachers upon youthful minds which receive no impression from the process. But I believe, it would be far more profitable to illustrate the fundamental principles of every system of morals and religion by examples of truth, purity, charity, humility, self-sacrifice, gratitude, reverence for the teacher, devotion to duty, womanly chastity, filial piety, loyalty to the King, and of other virtues, appropriately selected from the great national books of Hindus and Mahomedans. These cameos of character, these ideals of our past, portrayed with surpassing loveliness in the immortal writings of our poets and sages, would necessarily captivate the imagination and strengthen the moral fibre of our youngmen, who would thus acquire genuine respect for those principles of life and conduct which have guided in the past countless generations of noble men and women in this historic continent.

The other fundamental doctrine which lies at the root of our University system of education and to which I desire to make a brief reference, is the principle that European knowledge should be brought home to our students through the medium of English—that western light *should reach us through western gates and not through lattice work in eastern windows.* The validity of this principle, which has been firmly settled for three quarters of a century, has latterly been seriously questioned by people of culture and position whose opinion claims consideration. I need not on the present occasion, after what His Excellency has said, review the history of the educational problem of this country during the early part of the last century, nor have I the time at my disposal to recall to your minds how before the first Educational Despatch of 1813, the question of the education of our people was treated with indifference by our Rulers, although the Calcutta Madrassa had been established by Warren Hastings for the benefit of Arabic studies and the Sanskrit College at Benares had been founded by Jonathan Duncan for the promotion of Sanskrit learning. Nor need I dwell at length upon the strange circumstance, which has always seemed to me to be an irony of fate, that while from 1813 onwards the authorities were bent upon the improvement of Indian education by the encouragement of persons

learned in Sanskrit and Arabic, distinguished members of the Indian Aristocracy, under the inspiration of David Hare and Ram Mohan Ray, founded the Hindu College, on the principle, that whoever desires to obtain a liberal education, must begin by a mastery of the English language as a key to the Science and Literature of Europe. It is enough for me to remind you that nearly twenty years after the foundation of the Hindu College by my countrymen, the struggle between what has been not very felicitously described as Anglicism and Orientalism, terminated in favour of the former, and the great Minute of Lord Macaulay and the famous Resolution of Lord William Bentinck, set the seal of authoritative approval upon the principle, unsuccessfully advocated by Raja Ram Mohan Ray and Dr. Alexander Duff, that a thorough first-hand acquaintance with English language and literature will always be essential to those amongst my countrymen who aspire to a high order of education. This principle, thus broadly formulated, was definitely adopted as the foundation of the great Educational Despatch of 1854 in which, as Lord Dalhousie once remarked, Sir Charles Wood, with magnificent audacity, outlined a scheme of education for all India, far wider and more comprehensive than any Local or the Supreme Government would ever have ventured to suggest. That Despatch is still rightly

^{*}
treated as the Great Charter of high education in India, and I confess, I cannot perceive any solid foundation for the assertion that high education, as outlined in that Despatch, has been a perilous blunder. I emphatically assert, that it has been neither a peril nor a blunder. I can never forget the circumstances under which the Indian Universities were established. What friend of education in this country can afford to forget that although the Court of Directors, with genuine statesman-like foresight, recognised that England's prime function in India was to superintend the tranquil elevation of the whole moral and intellectual standard, and directed, at a time of profound peace, the establishment of the Universities, the Acts of the Legislature, by which the Universities were called into existence, were not passed till the year of the great Mutiny, when the flames of rebellion were still unquenched and the times might have been deemed scarcely suited to educational advancement? Who can deny that the Universities, founded upon just and liberal principles, under such circumstances and amid such surroundings, will for ever remain as striking monuments of the coolness, the persistent energy and the generous impulses of the British race? Can it then be suggested with any semblance of reason that the Universities so generously established, have failed

in their object of the dissemination of European education amongst our people? I have no hesitation that the answer should be an emphatic negative. If the mission of the British nation is not merely the maintenance of order but also the advancement of civilization, an organised system of high education is essential, because progress of civilization without promotion of education is a contradiction in terms. As was felicitously observed by one of my distinguished predecessors, who resolutely declined to be frightened by any talk about the dangers of education, it is ignorance in every form and in every class, which is a source of danger to the body politic, and the strength and stability of a government must depend, not solely upon force, but upon reason, upon persuasion, and upon the intelligent appreciation by its subjects of the motives and objects of their Rulers. It is undeniable that the spread of higher education amongst our people has been on the whole beneficent in the direction indicated by Sir Courtenay Ilbert; but higher European education promises to the people of this country a great deal more, if it is wisely regulated and is supplemented by moral and religious culture, so as to foster the growth of whatever is noble in Indian character. Nearly forty years ago, Baron Napier, Governor of Madras and Chancellor of the University of that Province,

in a memorable address, remarkable for prophetic insight and true statesmanship, analysed and delineated with the hand of a master, the aims and ends to which higher European education will ultimately lead the people of this country. His Excellency specified four objects which the people of this country seemed eventually destined to attain by sedulously following the paths of education ; *first*, a new basis of national unity, *second*, a rational knowledge of the Institutions of the East, *third*, self-government or the government of India by the Indians in a modified form, and *fourth*, participation in the general intellectual movement of the world, now and hereafter. Countless years, the end of which no human vision can reach, nor sagacity penetrate, may roll on before any or all of these objects are realised. But if ever the time comes, when in the language of Lord Napier, "the Universities of India prove to have done a larger duty than they have exercised elsewhere, and are found to have been not only the nursing mothers of learning and virtue and intellectual delights, but also the nursing mother of a new Commonwealth," the foundation of the Universities in the East will prove to have been the brightest glory of the British race and the supremest triumph of statesmanship. It is meet, therefore, that we should commemorate the

Jubilee of this University which has brought home to our people the gladsome light of western education in the past and which is fraught with magnificent possibilities in the future, and it befits the occasion that we should inscribe on the roll of our graduates the name of the distinguished scientist from Europe who has honoured us by his presence, the names of eminent representatives of the other Indian Universities which are inseparably associated with us by a community of ideals and aspirations, and the names as well of our own faithful workers who have spread the fair fame of the University by their devotion to the cause of advancement of knowledge and promotion of true learning.

Graduates of the University of Calcutta, who have this day been invested with academic insignia, I call upon you to rise to the true dignity of the position which you have just attained and to recognise and fulfil the responsibility which it imposes. Do not imagine that the charge which I have addressed to every one of you on admission to your respective Degree, that you should in your life and conversation show yourself worthy of the same, is a meaningless platitude or an idle formula. Treat it as the parting message of the University to each and every one of you who have been trained, and I trust, adequately

equipped for the battle of life, under her beneficent guidance. If I were called upon to develop this charge, I would exhort you in the words of one of the greatest teachers of mankind: "*whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue and if there be any praise, think on these things.*" In whatever sphere of life your lot may be cast, prove yourself to be the true children of your Alma Mater. Educated by the liberality of the State or by private munificence, strive strenuously to make adequate return; with anxious solicitude, promote the education of your countrymen, and be, each of you, a bright centre of moral and intellectual activity like the scholars of Mediæval Europe, who laden with Greek and Roman learning, brought many of the gems of ancient lore within the reach of those who never had the benefits of classical education and knew none but the vulgar tongue. Make your mission the diffusion of knowledge and virtue and the repression of ignorance and evil. Above all, endeavour to attain stability of character and cultivate that principle of honour, which once tainted or lost can never be regained. Forget not, that unless you are honourable men, all your talent, learning and industry will be in

vain, and your intellectual powers will be a snare to yourselves and a delusion to others. Cultivate that humility of spirit which the learned and unlearned alike instinctively feel is the true stamp of culture and wisdom. Cultivate also that spirit of obedience to lawful authority, which is the necessary concomitant of true academic discipline. Make yourselves Captains of the Peace of the Realm and prove yourselves loyal and valuable citizens, worthy of the confidence alike of your Rulers and of your countrymen. Show to the world, that education and loyalty are not only consistent, but that the more advanced the education, the more genuine the culture, the deeper the attachment to your Rulers. Prove to the world that genuine allegiance is felt by you for the nation, which by a liberal and enlightened educational policy, have brought your minds into intimate contact with the spirit of the West, and show that such allegiance may be rendered without the least relinquishment of your own nationality and without loss of genuine pride in the magnificent legacy of your ancient civilization.

Students of this University, allow not the pursuit of your studies to be disturbed by extra-academic elements. Forget not that the normal task of the student, so long as he is a student, is not to make politics, nor to be

conspicuous in political life. Take it as my deepest conviction, that practical politics is the business of men, not of boys. You have not that prudent firmness, that ripe experience, that soundness of judgment in human affairs, which is essential in politics, and will be attained by you only in the battle of life, in the professions and in responsible positions. Train yourselves, if you please, in Political Economy, Political Philosophy, Jurisprudence and Constitutional Law; acquire an intelligent comprehension of the great lessons of History; but delude not yourselves in your youthful enthusiasm that the complex machinery by which a State is governed may be usefully criticised and discussed without adequate training and laborious preparation. Remember further that if you affiliate yourselves with a party, you deprive yourselves of that academic freedom which is a pre-requisite to self-education and culture. Submit not, I implore you, to intellectual slavery, and abandon not your most priceless possession, to test, to doubt, to see everything with your own eyes. Take this as a solemn warning that you cannot with impunity and without serious risk to your mental health, allow your academic pursuits to be rudely disturbed by the shocks of political life. Devote yourselves, therefore, to the quiet and steady acquisition of physical, intellectual

and moral habits, and take to your hearts the motto,

“ Self-reverence, self-knowledge, self-control,
These three alone lead life to sovereign power ”

Follow the path of virtue, which knows no distinction of country or colour ; be remarkable for your integrity as for your learning, and let the world see that there are amongst you

“ Souls tempered with fire,
Fervent, heroic and good—
Helpers and Friends of mankind ”

The 13th March, 1909

The Hon'ble Mr. Justice Asutosh Mookerjee

Vice-Chancellor

YOUR EXCELLENCY, YOUR HONOUR, LADIES AND GENTLEMEN,

The twelve months which have elapsed since we last met in this hall to celebrate the jubilee of the foundation of the University, have formed a period of strenuous work in our academic life. But before I pass over in rapid review the work which has been accomplished, and take stock of the numerous problems which still await solution, duty demands that I should pay a tribute of respect and gratitude to some of our most honoured colleagues whose services have been lost to the University by death or by retirement from this country.

By the death of the Reverend Father Eugene Lafont, we have lost a devoted student of science, who during a period of forty-five years, built up one of the finest laboratories in this city, established the reputation of St. Xavier's College as one of the foremost institutions of the University, secured for the experimental sciences the position which they deservedly occupy in the University curriculum, and materially aided one of the most brilliant graduates of this University

in the establishment and maintenance of the first Indian Institute of Science. His services to the cause of the advancement of scientific education in this country, and his sympathy with the legitimate aspirations of my educated countrymen, secured for him their affectionate respect, and the extent of his popularity might easily be judged by the splendid ovation which was accorded to him when he was admitted to the Honorary Degree of Doctor of Science. By the death of Moulavi Khoda Bux, Khan Bahadur, we have been deprived of the services of a true lover of learning, who devoted the savings of a life-time for the promotion of oriental research and in the foundation of a library, rich with literary treasures of inestimable value to the student of Arabic language and literature and of the Mahomedan period of Indian History.

By the retirement of Sir Andrew Fraser, we have lost our first Rector, who, himself a distinguished University man, appreciated the difficulties of University work, and always took a genuine interest in its welfare. By retirement, we have also lost Sir Robert Rampini, at one time President of the Faculty of Law and Member of the Syndicate, and always a zealous worker whose services whenever needed were ungrudgingly placed at our disposal. By the retirement of Mr. Justice Geidt, we have lost

the services of one of the soundest of our advisers, whose views, put forward with moderation and impartiality, secured the attention and respect they deserved. Lastly by the recent retirement of Sir Francis Maclean, we have lost from our midst one of the truest friends of our people, who during the term of his office as Vice-Chancellor of this University devoted himself to the discharge of his duties with zeal and dignity, and who during the entire period of his stay in this country, took the keenest interest in the cause of the promotion of the education of our females.

During the last twelve months, the University has steadily endeavoured to promote post-graduate studies and research, and it is a source of satisfaction that we have found it possible to make substantial advance in this direction. The Senate has, after careful deliberation, revised the Regulations for the award of the Premchand Roychand Studentships. They were originally regarded as rewards for merit tested by examination; latterly they were awarded partially in recognition of merit evidenced by knowledge previously acquired and partly as reward for proved capacity for research. In future, they are to be open to competition among all graduates who have taken the highest Degree in any Faculty, and are to be awarded solely for the promotion of original research and investigation.

I think it is distinctly a matter for congratulation that we should have found it possible to abolish one of our severest tests in which mere acquisition of knowledge played so important a part, and have replaced it by a system in which a capacity to extend the bounds of knowledge will have the recognition it undoubtedly deserves. During the last twelve months also, we have found ourselves in a position to arrange for two important courses of post-graduate lectures. In the first place, we had a series of brilliant lectures on an important department of Mathematical Physics by Dr. Gilbert Walker, one of the recognised authorities on that subject. These lectures were largely attended by our advanced students and lecturers in Colleges from the remotest parts of the Province, and I have not the faintest doubt that they will serve to stimulate study and research in one of the most useful and difficult branches of modern physics. In the second place, we have had a long series of luminous lectures from one of our own graduates, Babu Dineschandra Sen, on the fascinating subject of the History of the Bengali Language and Literature. These lectures take a comprehensive view of the development of our vernacular, and their publication will unquestionably facilitate the historical investigation of the origin of the vernacular literature of this country, the study of which is avowedly one

of the foremost objects of the new Regulations to promote. It is a matter of the deepest regret, however, that another effort made by the Senate in the same direction has failed through circumstances which no human foresight could control. We all lament the death of the late Professor Pischel at Madras on his way to Calcutta, as by this tragic event the world of oriental scholarship has lost one of its devoted votaries, and the members of this University have lost the unique opportunity of inspiration and stimulus derivable from personal contact with one of the greatest scholars of Germany. It is in some degree fortunate, however, that he has left to the University a fairly complete record of the course of lectures he had intended to deliver on the Philology of the Prakrit languages. The material thus placed at our disposal is of considerable importance and a committee of experts has already been appointed to secure the speedy publication of the work.

During the last year, the University has been the recipient of several endowments, the most considerable of which is a sum of Rs. 40,000 left by the late Babu Hemchandra Gossain for the promotion of the knowledge of Science and Sanskrit amongst our advanced students. Another endowment deserves special mention, as it will serve to keep alive the memory of one of

our most honoured colleagues, the late Pratachandra Majumdar, who had devoted a life-time to maintain a healthy atmosphere among our students. During the last twelve months also, we have advanced with the scheme for the promotion of the study of Indian Economics, and we have been fortunate to secure one of my distinguished countrymen, who had a brilliant career in the University of the Punjab, as also in the University of Cambridge, as the first occupant of the Chair founded at the instance of His Excellency, and now, with his gracious permission, most fittingly associated with his name.

One of the most important works in which the University has been engaged during the last twelve months is the revision of the affiliation of Colleges. It is needless to say that it has been no easy task to restrict the scope of work of institutions, many of which have been in the closest touch with the University for half a century. In the performance of this delicate and difficult work, the sole object of the University has been to secure the efficiency of the Colleges for the ultimate benefit of the students who receive instruction there. I can confidently claim this much for the decisions of the University that our treatment of the various institutions has been absolutely impartial, and I think this is sufficiently indicated by the readiness and loyalty with

which our views have been accepted by persons vitally affected thereby. It is not a matter for surprise, that in solitary instances the position taken up by the University has been misunderstood, for institutions with limited means at their disposal are reluctant or unable to appreciate the vital principle that the quality of their work must improve with the concentration of the sphere of their activity. It is fortunate, however, that with the help of the special grant generously placed at the disposal of the Colleges by the different Provincial Governments, the position of the institutions which have availed themselves of aid from the State, has been materially strengthened, and their efficiency distinctly improved. But I repeat that the warning can never be too emphatically given that strenuous and sustained effort is necessary to secure the permanence of these Colleges, and I venture to express the hope that my wealthy countrymen will readily recognise their responsibility as leaders of the community, and extend their support for the maintenance of these struggling institutions.

In the course of our examination of the conditions of the Colleges now affiliated to the University, two problems of fundamental importance and of considerable difficulty have emerged to the front, and claimed special consideration. The first and foremost of these

is the question of the governing bodies of all institutions, whether maintained by the State or by private munificence. It is beyond the domain of controversy that if the Colleges which constitute the University are to be genuine educational institutions of a permanent character, they must be corporations placed under the management of governing bodies which exercise a real financial and educational control for the sole benefit of the institutions. We must once for all destroy the favourite fetish that the ultimate control of education cannot safely be placed in the hands of the people who have made education the profession of their life. Select your men with the utmost care and discretion, but once you have taken this precaution, the government of the Colleges must be vested in people who have made a special study of educational problems and who are intimately acquainted with the details of educational work. In the case of one class of Colleges, we have to guard against possible interference with the internal administration of the College by people who are unable to realize the paramount importance, in a College, of interests strictly educational ; in the case of another class, we have to guard against the dangers invariably associated with the dominance of a single individual in institutions of a proprietary character. It is indisputable that the Indian Universities Act,

as also the University Regulations, regard it as the essential and fundamental condition for the existence of all Colleges that they should be placed under governing bodies on which the teaching staff is represented. The University has in firm adherence to this principle striven hard to carry it into effect ; but although our endeavours have met with a loyal response in the case of many institutions, an effort has been made in some quarters at what must be regarded as a reluctant if not a nominal compliance with our requirements. It may be trusted, however, that when the paramount importance and obvious advantages of genuine governing bodies are fully realized, the authorities of no affiliated institution will be found unwilling to render full and ungrudging compliance with the spirit of the Regulations on the subject.

The second problem which has arrested the attention of all persons interested in the progress of higher education, arises in connection with the inadequate arrangement made for the Collegiate education of Mahomedan students. The new Regulations for the residence of students, which are of a stringent and somewhat inelastic character, have pressed rather hard upon this particular section of students. It is admitted that separate arrangements have to be made for their residence in accordance with the Regulations, as the accommodation in the Elliot

Hostel is neither sufficient to satisfy the demands of even the limited class of students concerned, nor capable of easy adaptation to the new conditions imposed by the University Regulations. It is a matter of some satisfaction that the question has been speedily taken up by the leaders of the Mahomedan community, and I need only say that the arrangements must be vigorously pushed forward so as to avoid permanent hardship to a very deserving section of the student community. But there is another question of even graver importance which cannot be allowed to be overlooked, I mean the question of the entirely inadequate provision made for the higher training of our University Students in Arabic and Persian. It seems to me to be absolutely indefensible on principle that after the lapse of half a century from the foundation of this University, there should not be a single institution affiliated for the promotion of Persian and Arabic studies. I do not suggest for a moment that Mahomedan students, because they are Mahomedans, should be isolated and restricted within the walls of a particular College ; in my opinion, it would be lamentable if students of any particular class or community were deprived of the inestimable advantages of a free and healthy association on terms of equality with other students engaged in similar intellectual pursuits. But I do maintain that Arabic and

Persian studies imperatively demand and unquestionably deserve a special institution for their cultivation and encouragement, and I trust that all persons interested in the promotion of these studies will join in an earnest endeavour for the establishment of a College where instruction in the highest departments of Arabic and Persian learning may be imparted in the light of the researches of Western scholars in these branches of knowledge.

During the last twelve months, the University has been engaged in the performance of another difficult task, namely, a systematic examination of the condition of all schools which enjoy the privilege of presenting candidates at the Matriculation Examination. It is obviously a matter of the utmost importance to the University that these institutions should be maintained on a high level of efficiency, for the capacity of the students in our Colleges to profit by a course of University education must depend to a large extent upon the thoroughness of the training they have received in the earlier years of their educational career. For the first time in the history of University education in these Provinces, all schools qualified to present candidates for the Matriculation Examination have been inspected and an accurate survey obtained of their present condition in the fullest detail. These reports have been minutely examined by the Syndicate,

and the facts as disclosed therein have, I confess, proved to be of a somewhat startling and disquieting character. While there are some schools of a thoroughly satisfactory type, a large proportion of the institutions in which our boys receive their preliminary training stands in urgent need of considerable improvement. In many instances, they lack a sufficient number of efficient teachers, and the frequency of changes in the staff due to inadequate salaries, renders a continuity of good work impossible. In an appreciable proportion of schools also, the accommodation provided is so inadequate or unsuitable that there is a real element of risk from the point of view of the health of the students. I make no reference to the general want even of moderate libraries, of hostels for students who do not reside with their guardians, and of adequate provision for physical exercise, as the financial resources of the majority of the schools make it impossible for them to undertake the immediate removal of these defects. The Syndicate have considered every individual case on the merits upon its own special circumstances, and have formulated what must be regarded as the bare minimum of improvement needed to make the institutions moderately efficient places of education. The action of the University, if I may judge from what I have heard, has been misunderstood in some places, and it

has been assumed too readily that the University is intent upon the destruction of these schools. The standard we have prescribed is not only not ambitious, but may strictly be regarded as very modest, and we are prepared to grant every possible opportunity for improvement wherever a genuine and serious effort in that direction is manifested. I venture to express the hope that no institution which has any element of vitality will be driven to close its doors. We realise fully that in our endeavour to raise the status of the schools, we must rely upon the earnest co-operation of all persons interested in the promotion of education, and it is only by the generous assistance of the wealthy and enlightened people at all places where schools have been founded that we can hope gradually to elevate them to the proper standard of efficiency. We realise at the same time that a liberal scale of substantial grants in aid from the State is essential to supplement private munificence in this matter, and every friend of education in the country will anxiously await the result of the scheme for the promotion of secondary education which, it is understood, is now under consideration by the Government.

There is one important matter in connection with this systematic survey of the schools which deserves special mention. In the course of this enquiry, the University found itself confronted

with the vital question of discipline in our schools. It was painfully evident, though fortunately in a comparatively small number of instances, that discipline amongst boys had in some places either become lax or been practically destroyed. In every instance in which there were materials before the Syndicate to justify the inference of laxity of discipline, they have without hesitation taken action, but that action has been of a most considerate character. The Syndicate decided not to punish schools for past misconduct, but rather to give the offending institutions a fair chance for improvement. They insisted in such cases upon a reconstitution of the governing body and satisfactory guarantee by the members and the staff that they would in future use their best endeavours to maintain discipline and to discourage the boys under their charge from associating themselves in any way with political agitation or demonstration of any kind. It is a matter for congratulation that good sense has prevailed in most instances; except in some isolated cases, schools have complied cheerfully with the requirements of the University, and subsequent enquiry has shown that the assurances given for the maintenance of discipline have been generally faithfully carried out. In the very few instances, in which the authorities of schools declined to give the assurance that discipline would be strictly

maintained, the University has been driven to withdraw the privileges of recognition from the institutions concerned. I feel confident that no defence is needed for the action of the University which will meet with the approval of all persons genuinely interested in the education of our boys. The time has long gone by when people could seriously attempt to justify the active participation of school boys and youthful College students in political agitation and demonstration, and not many weeks ago, the association of students with political movements was condemned by one of the foremost leaders of political thought in this country in the plainest possible language, as injurious to the students themselves and to the cause they are supposed to advance. The lamentable events of the last twelve months have demonstrated the dangers of such a course, and I maintain without hesitation that the most strenuous effort must be unfalteringly made by all persons truly interested in the future welfare of the rising generation, to protect our youths from the hands of irresponsible people who recklessly seek to seduce our students from the paths of academic life and to plant in their immature minds the poisonous seeds of hatred against constituted Government. Let us recognise that we stand at the parting of the ways, and that we must dissociate ourselves completely from misguided

people who are not only reluctant to acknowledge the errors of the past, but who proclaim an obstinate adherence to their mischievous career.

There is only one other aspect of our academic work upon which I must dwell for a moment, I mean, the extension of the sphere of activity of existing institutions and the establishment of new institutions for the promotion of different branches of knowledge. So far as the first class of cases is concerned, there has been during the last twelve months a vigorous and sustained demand by existing institutions for affiliation in Science. It is a matter for rejoicing that the advantages of scientific culture are so widely appreciated and that our students have exhibited such a marked preference for scientific studies. I fervently hope that their new ardour in the pursuit of scientific knowledge will survive the shock of the searching practical tests by which their proficiency will be ascertained, and that in the course of a few years we shall have no lack of men possessed of a sound knowledge of the physical and natural sciences and qualified for employment as teachers of science or as actual workers in industrial activities. Of the second class of cases which relate to the foundation of new institutions, we have had notable examples during the last academic year. Two Colleges have been founded for the training of teachers ;

one of these, which will prepare candidates for the new degree of Bachelor of Teaching, will be maintained by the Government and will fittingly recall to memory the illustrious name of David Hare who is rightly regarded as the father of English education in these Provinces. The other institution, which will prepare candidates for the newly instituted Diploma of Licentiate in Teaching, will be maintained by the liberality of the London Missionary Society, which has to its credit a striking record of valuable educational work spread over three quarters of a century. The importance of the foundation of these institutions can hardly be over-estimated, and I sincerely trust that their practical utility will be widely appreciated by members of the teaching profession. The dignity of the vocation of the teacher has not always been steadily kept in view, and there has sometimes been a tendency to forget the truism that it is in reality one of the most important of all offices to which, in the interests of the community, the most gifted minds should be attracted. This occasional disregard of the true position of a teacher can be traced, it must be conceded, to the circumstance that we have too many teachers who are neither trained and qualified for their work, nor intend to make it the avocation of their life, as the profession is laborious and the prizes few. It may reasonably be hoped that the institution

of the new Degree and the establishment of these Colleges will help us to secure the services of men adequately trained to fulfil their high calling and thus to add dignity to their noble profession.

Lastly, while on this subject of the foundation of new institutions, I cannot pass over in entire silence the unanimous resolution of the Senate to establish a University Law College to serve as a model institution for the promotion of legal education. This decision is merely in fulfilment of the duty imposed on the University by that Great Charter of Indian education, the memorable Despatch of 1854, and is entirely justified by the powers conferred on the University by the Indian Universities Act to make provision for the instruction of students. This action on the part of the University was rendered essentially necessary by reason of the lamentable deficiency in the provision for scientific legal education, which presents a strange contrast to the more or less adequate provision for the instruction of students in the other professional Faculties, as also in the Faculties of Arts and Science. The time may not be far distant when there may be University Colleges for the promotion of other branches of learning than Law ; but I trust, at any rate, that when the University Law College, as also other *bona fide* centres of legal education are at work,

and make their beneficent influence felt, the end of what must be regarded as a serious blemish in our educational system will fairly be in sight. Yet, we have been so thoroughly accustomed to cheap and agreeable substitutes for the genuine article, that the demand for improved methods in legal education, has not unnaturally been received with feelings akin to resentment in some quarters, mainly outside the University. I confess I cannot treat with seriousness the observation, triumphantly made, that able and distinguished lawyers have grown up under the existing system,—self-taught men who have succeeded, not because of the prevailing system but in spite of it, by reason of exceptional merit and persistent devotion to their work. Nor can I treat with greater seriousness the question, I presume, sarcastically put, whether the University Law College or institutions reformed on its model, will undertake to teach success in professional life,—often due to that combination of tact and will which comes from nature and not from instruction. Mental attitude like this is, from the academic standpoint, not merely wrong, but I venture to think, ignobly wrong. To me, such a frame of mind clearly indicates a complete failure to grasp the root of the matter that, to use the language of one of the most brilliant jurists of this generation, law is neither a trade nor a solemn jugglery

but a living science. People who persistently question the necessity of scientific legal education, overlook the vital point that the most valuable implication of an academic degree is not so much the quantum of knowledge its possessor has acquired, as the thoroughness of the training he has received and the character of the discipline to which he has submitted. Is it right from the academic point of view that young men, at the most impressionable period of their lives, should be encouraged to engage nominally in the study of law, without the remotest intention seriously to grapple with its difficulties? Are we to teach them the new gospel that learning is out of date, that the lawyer need be neither a scholar nor a thinker, but only a smart man with no other equipment than the latest issue of the Reports and the most recent edition of the Digest and the Statutes? Is the law so much easier and simpler than other departments of professional learning, or is the student of law so much less loaded with responsible duty, that we should content ourselves with a mockery of a training? I confess I cannot imagine a more humiliating position. As a condition precedent to the grant of a Degree in Law, it is our duty to satisfy ourselves that the recipient has really submitted to a thorough training in the principles of law,—not merely that his mind has been stuffed with a

throng of glittering generalities, but that he has exactly and intimately grasped the general principles illuminated by concrete instances. To achieve this end, you require a band of not only devoted teachers, but earnest students. I feel confident that the higher standard of preparation and a more thorough course of study will not have a deterrent effect upon any young man who is fit to succeed ; it may possibly shut out the lazy and the unprepared, but the earnest student, though at first he may be restless and doubtful, when firmly taken in hand and steadily held to his work will, if there is the making of a man in him, rapidly grow joyous in the study of his choice. With a band of such students, bright, eager and questioning, capable of demanding and appreciating the best of his work, the teacher himself will be stimulated, and the enthusiasm of the lecture room will make the students partners in their teachers' work. If this can be realized, as I trust it may, the higher standard of preparation will be in the best interests of the student and teacher alike. The increased effort on the part of the former will call forth the best energies of the latter. The student trained under these conditions will be a stronger and better man, more worthy of the reputation of the University and less likely in the scramble after a livelihood to debase the noblest of professions into the

meanest of avocations. Thus and thus alone shall we send out to the world in abundance young men who will pour in the fresh blood of their hopes and aspirations into their lifework, maintain for themselves the highest standard of professional excellence, and thus constitute among the rising generation, a body of not merely intelligent but strong and scholarly lawyers, entitled by their mastery of the rational principles of all law and by their vital grasp of the essentials of their ovr, to occupy unquestioned the foremost places among the leaders of the community.

The 12th March, 1910

The Hon'ble Mr. Justice Asutosh Mookerjee, C.S.I.

Vice-Chancellor

YOUR EXCELLENCY, YOUR HONOUR, LADIES AND
GENTLEMEN,

Another year has rolled away since we last met in Convocation in this Hall, and it is again my duty to take stock of the advance we have made in the path of progress, and of the substantial work of reform which still remains to be accomplished. Any review of this description, however, brief though it may be, must be deemed inadequate unless prefaced by a tribute of respect and gratitude to the memory of those of our fellow-workers whose services have been lost to us by reason of their death or of their retirement from this country.

The foremost amongst the members of the Senate who have been removed by the hand of death is the veteran educationist, Mr. Nagendra Nath Ghose. A man of great talent and erudition, and of many-sided activities, he gave us for nearly a quarter of a century the benefit of his learning and experience. His services, as the head of the oldest and the foremost amongst the private institutions of this city,

founded by the most illustrious Indian educationist of the nineteenth century, will long be remembered with gratitude. His persistent endeavour to maintain discipline amongst the youngmen committed to his charge, and to save them from the seductive paths of political agitation, were appreciated by all true friends of Indian students. Nor are we likely to forget his services in connection with the committee appointed by the Government of India to frame the New Regulations of the University, when his breadth of view, soundness of judgment, and power of felicitous expression proved most helpful to his colleagues in the performance of a difficult task. By the death of Dr. Debendra Nath Roy, the Faculty of Medicine has lost its senior member who, for many years, ungrudgingly placed at the disposal of the University his long and varied experience as teacher and examiner, and on more than one occasion, represented the Faculty on the Syndicate and added to its strength and dignity. By the death of Dr. Hem Chandra Sen, who was cut off in the prime of life, we have lost a distinguished graduate, whose career gave promise of valuable work in the field of indigenous drugs. Dr. Theodore Bloch passed away unexpectedly while engaged in important researches in the fruitful field of Indian History and Antiquities. He was a brilliant scholar of singularly varied attainments,

and by his death, we have been deprived of his invaluable aid, as a University Reader and as editor of the lectures of the late Professor Pischel on the Philology of the Prâkrit languages. In both these directions, his unfinished work affords proof of the irretrievable loss which the cause of higher scholarship in this country has sustained by reason of his premature death

The retirement of Sir Gerald Bomford has deprived the Faculty of Medicine of a brilliant member, who had in years past rendered conspicuous service to the University, and whose sustained and successful efforts for the development of the Medical College and the elevation of the standard of medical instruction and examination, will long be cherished in grateful remembrance. The Faculty of Medicine has further been weakened by the recent retirement of Col Macrae, in whom we have lost a valued adviser, noted for his ripe experience and soundness of judgment. Last, but not the least, the retirement of Sir Thomas Holland, Dean of the Faculty of Science, has removed from our rolls the name of a brilliant and gifted worker in the domain of scientific research in this country, who presented a singular combination of profound knowledge and practical sagacity, which he placed unreservedly at the service of the State.

During the last twelve months, the University has steadily kept in view the progress of higher studies for the benefit of its advanced students. We were fortunate enough to secure the services of Dr Cullis as University Reader in Mathematics. His lectures on an abstruse branch of analysis were attended not only by students engaged in post-graduate research work, but also by mathematical lecturers from different parts of the country. The subject, of which Dr Cullis gave a luminous exposition, admits of extensive application in various departments of Mathematics, and his lectures, when published will be found to mark a notable advance in an important branch of mathematical studies. The Senate had also, during the last year, arranged for the delivery of a course of lectures on Early Indian History by Dr Theodore Bloch. Our object was frustrated by his unexpected death, but the materials, which Dr Bloch had collected and partially arranged for his lectures, appear to be of considerable value, and may possibly be rescued and published. During the last twelve months also, the efforts of several of our distinguished graduates, engaged in original research, have borne fruit, and produced creditable results. Principal Brajendra Nath Seal has given us a valuable contribution on a fascinating, if somewhat controversial, subject, the Scientific Theories of

the Ancient Hindus. Professor Hiralal Haldar has worked with profit in the field of Philosophy, while Professor Syamadas Mookerjee has successfully carried on investigations of much originality on the Properties of Curves. It is worthy of note, that all the successful candidates for the Degree of Doctor of Philosophy have previously attained a recognized position and considerable reputation as Professors in our affiliated Colleges, and it is a matter for sincere congratulation, that the establishment of a new Degree and of prizes for the promotion of research, should have drawn so many teachers of experience and distinction to the difficult, though attractive, field of original investigation. It is abundantly clear that there is no lack of well-qualified workers, and that strenuous effort should be made to train research students and to co-ordinate research, which should no longer be left to chance and to the efforts of self-taught and un-aided pioneers. During the last twelve months also, the first Professor of Economics, about whose appointment to the Chair founded at the instance of His Excellency, I referred on the last occasion, has entered upon the discharge of his duties, and it is a source of satisfaction that our senior students have taken enthusiastically to the serious study of a subject, the importance of which to the country, from a practical point of view, can hardly be

over-estimated. It is not too much to hope, that the efforts of the University in this direction, supplemented by those of the Government of Bengal as also of the Government of Eastern Bengal, to promote the study of this subject from a scientific as well as a practical point of view, may, at no distant date, lead to the formation of a rational and genuine School of Economics.

The last twelve months have formed a period of some importance in the history of the University from the point of view of the enforcement of the new Regulations, as during the last year, examinations according to the new courses were held for the first time in the Faculties of Arts and Science for the Intermediate standard as also for the Degree of Bachelor. It would not be right to form a final estimate of the effect of the new Regulations, of their defects and advantages, from the results of a single examination only; but it may be useful to remember, that the results have not proved disastrous quite in the manner predicted by not a few alarmist prophets. The results indicate plainly that the Regulations, which have raised the standard but allow a wide choice of subjects, have been distinctly beneficial to the better and stronger class of students. They seem to have pressed hard, in some instances at any rate, upon the inferior and weaker

class of students, whose early training has been defective. The results also indicate that educational institutions, where students are gathered together in large numbers, so as to render attention to their individual needs impossible, have comparatively suffered. The situation, it may be conceded, is one of considerable embarrassment. Classes composed of limited numbers of students who may not only receive adequate instruction from capable teachers, but also draw their inspiration from close personal contact with them, and who get their progress frequently tested, no doubt, represent an ideal state of things. If by any possibility this can be realised, we may reduce to a minimum, the number of those who find it impossible to pass through the portals of the University, and leave it with a blasted career. A fundamental change of this description implies, however, the expenditure of considerable sums of money, either by way of permanent endowments for our colleges, or in the shape of periodical grants on a liberal scale, from public or private sources. It can never be emphasised too strongly or too plainly that our Colleges have a paramount claim on the munificence of my countrymen to enable them to be maintained as efficient places of instruction on the most advanced modern lines. At the same time, I would point out, if I may do so without offence, that in the case of some

institutions at least, the authorities do not fully realize how the instruction imparted is likely to lose in value, and may, indeed, practically cease to be beneficial to the students, if the classes become unwieldy in size, and the professors lose personal touch with those committed to their care. The very circumstance that all knowledge has to be acquired by our students through the medium of a difficult language other than their vernacular, makes it imperative that special precaution should be taken to test their progress from time to time, and to ensure that acquisition of real knowledge is not sacrificed in favour of unintelligent memory work, to which there is a constant temptation to resort when the maximum of information has to be acquired in the minimum of time. The warning can never be too emphatically given, that unless our boys and youngmen are trained to habits of accurate thought and expression from the earliest years of their career, unless attention is sedulously paid, not merely to the quantity, but also to the quality of the knowledge imbibed by them, the tests applied by the University must inevitably prove disastrous to their success in academic life.

During the last year, the University has steadily performed the difficult and delicate task of inspection and criticism of the work of its affiliated Colleges. It is a matter for satisfaction

that a distinct tendency towards improvement is manifested in a large proportion of the Colleges. At the same time, there is an almost equally wide-spread tendency to expand the scope of their work, beyond the measure of their strength. It can never be too emphatically repeated that an endeavour on the part of a College to expand the field of its work, and to undertake the teaching of subjects for which adequate provision has not been made, not merely results in injury to the students, but also lowers the character of the institution as an efficient teaching body, if the highest standard of excellence is not maintained. This has proved specially the case in connection with courses for Honours at the examinations for Degrees in Arts and Science, where there is a distinct tendency in some places to undertake elaborate courses with an inadequate staff and insufficient arrangements. In such cases, the University has found it necessary to act with firmness, for if such applications are too readily granted, there is a real danger of superficial treatment of the advanced courses undertaken, as also of neglect of the claims of the average students whose interests may be sacrificed for the benefit of a limited few of superior talent. The action of the University in this direction has sometimes been misunderstood, and the charge has been brought, without any foundation, that the policy of the University is to restrict

within narrow limits the field of work of the Colleges. The apparent hardship may, however, be completely removed, if the provisions of the Regulations about Inter-collegiate Lectures and Junior University Lecturers are loyally carried out by the cordial co-operation of the Colleges concerned. But if there are Colleges, anxious to undertake ambitious courses without adequate preparation, it is refreshing to find other institutions thoroughly equipped for their work by the munificence of private individuals. The reports received from our inspectors, during the last twelve months, afford conclusive evidence that strenuous efforts have been successfully made, in the case of more than one institution to attain the standard of the new Regulations. The most notable example in this direction is furnished by the Krishnath College at Berhampore, where the Maharaja of Cossimbazar, with a munificence worthy of the historic house which he represents, has spent nearly two lakhs of Rupees for the improvement of the College, specially in the department of scientific studies, so as to make it second to no institution of the same type maintained by public or private funds. Other examples of a similar character, though on a smaller scale, are afforded by the Ananda Mohun College at Mymensing and the Tejnarain College at Bhagalpore. Instances of liberality like these justify the hope

that the educational problem is not impossible of solution, and that when the members of our wealthy aristocracy fully realize their responsibility in this matter, and extend their support to the maintenance of struggling educational institutions, there will be no danger of the extinction of private Colleges, which owe their development to an enlightened policy of the Government, and which, if properly maintained, add to the strength and reputation of the University. Before I pass away from the subject of the improvement of our Colleges, I must make a brief reference to the foundation of two important institutions during the last year. One of these, the Training College at Patna, maintained by the Government of Bengal, forms a welcome addition to the limited number of educational institutions where teachers can be adequately trained to qualify them for the difficult and responsible position of instructors of our youths. The survey of the condition of our schools, more than six hundred in number, recently completed by the University, has established conclusively, that the main source of their weakness is the lack of teachers specially trained for their honourable, if laborious, profession. Radical improvement in the condition of these schools is really impracticable till we have an adequate supply of trained teachers, and I trust that the question of proper facilities

for this purpose will be steadily kept *in view* from year to year. The second institution, to the foundation of which I desire to make only a passing reference, is the University Law College. In the course of the last twelve months, the resolution of the Senate to make adequate provision for the promotion of legal studies has been carried into practice, and the College, where more than five hundred students have taken their admission, has attracted in its very inception the liberal support of two amongst the foremost members of the aristocracy of these Provinces. The Maharaja of Cossimbazar has, with his usual liberality, offered fifty thousand rupees for the award of scholarships, while the Maharaja Tagore has generously offered ten thousand rupees for the Library, as also the valuable collection of books of the distinguished founder of the Tagore Professorship of Law. It augurs well for the future of legal education in this country that with the facilities so liberally provided for study and discussion, a not inconsiderable portion of the students have already displayed genuine enthusiasm in their work, and it is not too much to hope that the study of law, thus placed on a solid basis by the foundation of the University College as also by the reform and re-organisation effected in existing institutions, may at no distant date produce the most beneficial results.

During the last year, two of the many needs of the University have emerged to view as worthy of immediate and serious attention, namely, the establishment of a University Laboratory, and the extension of the University Library. For the first time in the history of the University, practical examination of a large number of students, who were candidates for the Degree of Bachelor in the Faculties of Arts and Science, was conducted under the new Regulations during the last year. That these practical tests constitute the most important part of the examinations in scientific subjects cannot be disputed, and it is essential that they should be conducted with absolute fairness and without interference with the work of the affiliated Colleges. So long, however, as these practical tests are conducted in the laboratories of selected colleges, an imputation may be made, not without some show of reason, that the students of particular colleges, who are examined in their own laboratories, are placed relatively in a position of some advantage. Besides, the conduct of these practical examinations, spread over many weeks as they must be with a steady increase in the number of candidates, serves to interrupt and in some measure to disorganize the work of the colleges themselves. It is further manifest that the time cannot be far distant, when the University, if it desires to

make its tests really effective and its certificates of genuine value, must introduce practical examinations at the Intermediate stage. The need of a University Laboratory, where our examinations may be conducted during a part of the year, and where original investigations may be carried on by our advanced students during the remainder of the term, is thus a paramount necessity, and I trust, that the noble example, which has been so worthily set by one of the foremost captains of industry in the Presidency of Bombay, may be imitated here at no distant date. The second need of the University, to which I have just alluded, is the extension of the University Library, which, before the lapse of many months, will be located in handsome buildings, now in course of erection, through the munificence of the Maharaja of Darbhanga. As soon as the buildings are completed, it will be our imperative duty to arrange for the expansion of our Library, and it would be unworthy of the reputation of the University to have a Library Building without books to adorn it. In the course of the last few weeks, our Library has been enriched by the acquisition of the extensive collection of the late Professor Pischel, which will prove a storehouse of unique value to workers in the field of Indian Philology and Antiquities ; and the direction in which the

Library now requires immediate attention is that of scientific literature. It is idle to expect the development of post-graduate research in any branch of study, least of all, in the department of science, until our advanced students are afforded every facility of access to the record of original work previously done in the same line and published in Scientific Periodicals or Transactions of Learned Societies. I trust, it is not too much to hope that the munificence of the Maharaja of Darbhanga, which has given us the Library Building, will be imitated by some of the wealthy aristocracy of these provinces so as to give us a Library where our students may draw their inspiration from generation to generation.

In the course of the survey of the condition of our schools and colleges, upon which we have been engaged during the last twelve months, the question of the discipline of our students has engaged the earnest attention of the University. It will not be disputed by any careful observer that the growth of a tendency to commit breaches of discipline, to indulge in disrespect and defiance of authority, and to rush headlong into the vortex of political agitation and demonstration, which was so widely prevalent among students two or three years ago, does appear to have been arrested. I wish, it were possible to maintain further that the situation is now wholly

free from danger. I am by no means anxious to take a pessimistic view of the matter, but it would be idle to deny that the conditions, under which a large proportion of our students live, afford them little or no protection from the path of evil and ultimate ruin. In not a few instances, innocent boys and young men of promise, peacefully engaged in the pursuit of their studies, have drunk deep from the fountains of poisonous literature, and have been captured by designing men who have beguiled them into the paths of crime. It is manifest that the danger is neither slight nor easily remediable. In this matter, as in many others, the University must rely mainly upon the active and cordial co-operation of the principles and professors of colleges, of teachers in schools, and of the guardians of the students. On more than one occasion, during the last twelve months, the University has appealed to them for assistance, so as to keep the students away from the unwholesome excitement and distractions of political agitation and demonstrations, and it is worthy of note that our efforts in this direction have met with a ready response and have not been altogether fruitless. We are, of course, not concerned as a University with those who have stepped into the paths of idleness or vice, who have abandoned the pursuit of their studies, and are no longer under our control. But it is

our paramount duty to afford adequate protection to the innocent and guileless, and to save them, if need be, even from the verge of ruin. The problem is by no means easy of solution, but there are, I venture to think, two powerful and effective remedies at our disposal. In the first place, a systematic extension of the residential system is immediately needed ; in the second place, a well-planned and determined effort must be made to impart moral instruction to our boys in Schools and to our youngmen in Colleges at every stage of their career. In so far as the development of the residential system is concerned, the progress we have hitherto made has been neither rapid nor satisfactory, although the Indian Universities Act recognizes it as a fundamental principle that it is the duty of all affiliated Colleges to make adequate provision for the residence of such of their students as do not live under the protection of their guardians. The principal difficulty, here, is one of funds, and I make no secret of my conviction that without a liberal grant-in-aid from the State, continued for many years, and supplemented by private effort on an equally extensive scale, it is impossible to provide Colleges and Schools with adequate and well-managed places of residence for their students. No expenditure, in this direction, can however be deemed excessive, when we realize

how great and obvious the danger is, when young-men, at the most impressionable period of their lives, are left free to imbibe dangerous doctrines not conducive to mental health and discipline. On the other hand, it must be conceded that an equally obvious danger may arise with the expansion of the residential system, unless the students gathered together are brought into intimate personal relation with their teachers and professors, and receive healthy inspiration from them, which is the most valuable result of true collegiate life. The success of the residential system must consequently be dependent, in a large measure, upon the devotion and sagacity, the wisdom and sympathy of our teachers. The practical value of the protection from evil which may thus be afforded to our students, if they are brought up under the personal guidance of teachers, anxious for their welfare, and watchful of their best interests, may be substantially enhanced, if facilities are afforded for systematic moral instruction. Ever since the famous resolution of the Government of India on the subject, issued more than twenty years ago, in which stress was laid on the importance of moral training in schools and colleges, the subject has been kept in public view, but no well-planned scheme applicable to all schools and colleges, has ever been developed. I do not for a moment suggest that any practical or permanent advantage

is likely to be gained, if students are made merely to commit to memory ethical rules and formulas selected from the great writers of the past, or if they are induced to examine the primary grounds of moral obligation; but I do maintain that special arrangements ought to be made to present regularly to youthful minds concrete instances of noble and virtuous life. If we look through history, few instances can be found of a noble life in any one, who has not had noble examples presented to him by the instructors of his youth. If the elements which constitute the ground-work of a noble character, and are destructive of the ignoble parts of our nature, are thus systematically illustrated and indelibly impressed upon the minds of our students and youngmen throughout their career in school and college, if further they are carefully trained as they grow older in the process of self-examination and self-criticism, there cannot be the remotest doubt that the most beneficial results will follow in the development of a robust moral character and of a fine feeling of loyalty and devotion amongst them. It may be conceded that for the attainment of such elevation and refinement of character, we must secure for our instructors, men specially qualified, and the selection of suitable teachers of the right type may, in the beginning, prove a difficult task. But once they have been secured, there is little

doubt, that arrangements may with perfect ease be made in every school and every college where specially appointed instructors will impress upon their students, in some degree at least, those fine sensibilities, those tastes, ambitions and desires which lead to the development of a lofty character. For more than half a century, we have taken the risks inseparable from an exclusive expansion of the intellectual faculties of our students, and it is not a day too soon to undertake the development of the moral side of their nature.

There is only one other topic of fundamental importance to which I must allude on the present occasion, a delicate subject closely connected with the question of the development of the residential system and of the moral instruction of our students to which I have just made reference. For the attainment of these objects, we must be dependent almost entirely upon the loyal and enthusiastic co-operation of the gentlemen to whom is entrusted the training of our youths. I do not repeat the language of mere convention, when I say that for the members of the teaching profession I entertain the highest respect and admiration, and the mode in which the majority amongst them have hitherto discharged their responsible duties even in times of ferment and excitement, has not only been above all reproach, but has been really worthy

of the highest commendation. It is a matter for the keenest regret, however, that in isolated instances, individual teachers and professors whose education and antecedents would have justified an implicit confidence in them as responsible guides of our students, have betrayed themselves into actions and utterances unworthy of the position of trust they occupied. The University has, without hesitation, interfered whenever conduct, so unbecoming in a teacher or professor, has been brought to its notice. The cases, no doubt, where the University has felt it its duty to exercise disciplinary jurisdiction over schools and colleges in such regrettable circumstances, have fortunately been of some rarity, and the action taken may, I trust, serve as a warning and produce a wholesome effect. It would be fruitless to examine, from a theoretical point of view, the abstract right of a teacher to hold whatever political opinions prove commendable to him, or to take systematic part in political agitation and demonstration ; for the reasonableness of one aspect of the matter seems to me to be beyond dispute from the point of view of the welfare of the students. The teacher, who has deliberately chosen the instruction of youth as the vocation of his life, must so regulate his conduct, that his actions and utterances may not prove to be injurious examples to those committed to his charge. Each particular position

in life has its own special duties and responsibilities, which modify and limit individual liberty of action in a way and to an extent which may not admit of precise definition, much less of legal enforcement, but which all the same may be generally indicated with sufficient clearness from a common-sense point of view. The teacher of boys shares with their natural guardians, their parents and elder relatives, the privilege of the widest opportunities of directly and strongly influencing their minds and characters, of giving an early and powerful bias to their entire intellectual and moral development. An instructor of youth is in a position to do this, not only through direct verbal teaching in the class-room, but also in the way of example, inasmuch as, boys interested in, and probably attached to a teacher, will naturally be influenced not only by what he tells them in the class-room, but also by what they learn as to his deeds and utterances outside school or college. A teacher scrupulously abstains from political matters within his class-room, but at the same time he devotes much or all of his leisure hours to political activities and agitation; his name is prominently before the world in connection with political organizations and functions; the newspaper press constantly quotes or reports political speeches made by him on public occasions: what effect may all this be legitimately expected to have on the minds of his pupils,

UNIVERSITY OF CALCUTTA.

especially if his actions and utterances are not always of the most discreet character? The answer cannot be doubtful: their minds will inevitably be attracted towards political affairs and political agitation, for the reason that it is this which evidently constitutes the main life-interest and lifework of one who stands towards them in a position of authority and to whom they are habituated, and in most cases, no doubt, perfectly willing, to look up with respect and deference. This kind of influence will naturally be most potent in the case of those teachers who have managed to acquire a firm hold on the minds of their pupils by altogether legitimate and praiseworthy means—men whom their pupils like and esteem, possibly love and revere, as persons of high scholarly attainments, as painstaking and devoted instructors, adorned with many of the virtues of private life and taking a friendly or fatherly interest in the welfare of those entrusted to their charge. In fact, among teachers of this description, the most effectual propaganda for political pursuits will be made just by those who excel most highly in their profession and who in a wider sense are the best men. I shall perhaps be told that the example set up by a teacher of high character and noble aspirations cannot possibly be harmful to his pupils even with regard to political activity; but the obvious answer is

that we parents and natural guardians do not desire our boys to be prematurely drawn into political activity or even political speculations by the influence of any man, however worthy and excellent he may be. We do not wish that at a time of life when the minds of our boys should be concentrated on progress in their studies and on the formation of habits of regular and methodical work, they should be induced by any influences whatever to indulge in speculations as to how the political condition of the country may be improved and to cherish untimely aspiration and ambition to shine prematurely before the world as political reformers. We should object to such diversion of youthful thought and energy from their legitimate objects, even if we had an absolute guarantee that the political aspirations and endeavours of our boys will keep strictly within the limits of what is legal and constitutional. But our objection is enormously intensified by the obvious consideration that such a guarantee cannot possibly be given by any one, not even by one who possesses an apparent control and influence of the widest description upon the students. Assume that the teacher who makes politics the business of his life, however extreme his political views and aspirations may be, is a man of some experience of life and affairs; his judgment may be mature, he may be in a position to realize his personal responsibilities,

and he probably possesses sufficient self-control and discretion to curb feelings and convictions which otherwise might bring him into conflict with the law. But how about the boys whom his example prompts and inspires? Can we justly expect that they, all of them, should be wise and cautious as well as eager and enthusiastic, should manage to discriminate successfully between what is permissible and legitimate and what is not, should have themselves sufficiently in hand to stop and reflect before the ardour of their convictions urges them on lines of action subversive of the peace and order of the community and probably destructive to themselves? The lamentable experience of recent years leaves no room for controversy; there is clearly no basis for any such expectation, and it is thereon that we base our emphatic objection to any sort of influence which tends to impart to the minds of our boys a premature bias towards politics. I look at the matter entirely from the academic point of view and I earnestly call upon teachers who hold it to be their duty to figure as active politicians out of school or college hours, to reflect on the special responsibilities incident to their station in life, in the present circumstances of the country. I make no secret of my deepest conviction that men of this type, however honourable they may be, are not safe guides of the young, if by a guide we mean a man who

leads and influences not only in the way of instruction and advice, but also by the practical example he sets to students by the conduct of his own life. Let them remember that the true test of their ability and virtue lies in the character and career of those whom they have instructed. Let it not be said with any shadow of truth that while they had the power to train the minds, to bend the inclinations of their pupils, whichever way they will, their teaching and example failed to raise up loyal and honourable citizens for the welfare of the State. Let not the noble band of instructors of our youth forget by any means that they are but priests who minister in the temple of learning, where no devotion of experienced teachers and aspiring scholars is too great for the all absorbing pursuit of search after truth and diffusion of knowledge ; and let them, with all reverence and in all humility, take as their motto the memorable words of the wise man of olden time : "Happy is the man that findeth wisdom, and the man that getteth understanding ; for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. Give instruction to a wise man and he will be wiser ; teach a just man and he will increase in learning."

The 12th March, 1910

The Right Hon'ble Sir Gilbert John Elliot-Murray-Kynynmound, P.C., G.C.M.G., Earl of Minto

Chancellor

MR. VICE-CHANCELLOR

This is the last occasion upon which I shall have the honour of opening this Convocation, and I would venture warmly to congratulate you upon your eloquent address to this distinguished audience

You are well aware, Mr Vice-Chancellor, of my sympathy with all you have said as to the momentous future importance of moral training, and the invaluable personal influences which should be wielded by the teachers of the rising generation.

On the recognition of these two great necessities, the future happiness of India largely depends, and now that my high office is drawing to a close, I rejoice to feel that the administration of this great University will continue to benefit from your distinguished ability and your fearless courage.

I wish you, Mr Vice-Chancellor and the Calcutta University, all success in the years that are to come and I now declare this Convocation to be closed.

The 4th February, 1911

The Hon'ble Mr. Justice Asutosh Mookerjee, C S.I.

Vice-Chancellor

MY LORD,

Among the many privileges enjoyed by our University, we highly prize that of conferring Degrees *honoris causa*. This privilege possesses quite a special value and significance, for it enables us to associate with ourselves, from time to time, eminent persons who have not proceeded to a Degree in the ordinary way, and thus to remind ourselves as well as the outside world that our University claims and acknowledges relations, interests, sympathies, wider than what is commonly understood by the term academic, interests and relations which, indeed, may be legitimately designated as national and imperial. We rejoice to think that now five years ago, we were allowed to give to these wider relations their fullest and fittest expression by enrolling as one of our Honorary Doctors in the Faculty of Law His Gracious Majesty King George, at that time Prince of Wales.

To-day, My Lord, I as spokesman of the Fellows of the University of Calcutta, request you to admit to the same Degree an illustrious kinsman of the Royal House of England, His

Imperial and Royal Highness the Crown Prince of the German Empire and of Prussia, who has now for some time been a guest of this country and its Government. That the recipient of the Degree is a greatgrandson of Queen Victoria of loved and revered memory, would alone suffice to secure to him the affectionate regard of every Indian, and to account for our wish to do him such honour as is in our power. But, I may say, there are additional weighty motives for our present action. That Princes representing the great Ruling Houses of the West should desire to render themselves acquainted with India through personal visits, we take as a proof that their interest in our country, our institutions, our development is growing, and we are highly gratified by such friendly interest and are proud to think that the progress of modern India, rendered possible by the fact that we belong to a mighty Empire and enjoy the blessing of a generous Government, is not all unworthy of attention and study on the part of other nations. On the present occasion, the Prince who has come to our shores is, we are aware, the representative of one of the truly great nations of the West—a nation strong in arms, strong in the patriotism of its citizens, strong in knowledge and culture; nor are we unacquainted with the history of Modern Germany, with the great

things accomplished there by wise and strong rulers and a loyal and strenuous people working in unison; and we are gratified by this opportunity to give some outward expression to our feelings of esteem and admiration.

Reflections and feelings of this kind will no doubt readily suggest themselves to the mind of every thinking Indian on the occasion of the presence among us of the Crown Prince of Germany, and the Fellows of one of the great Indian Universities may, I presume, hold themselves justly entitled to give voice to them. But I feel urged to add a few further observations of a character somewhat more strictly academical, more intimately connected with the functions of a University whose primary task is the advancement and dissemination of knowledge and learning. On the present occasion, the thoughts of us, the members of an Indian University, naturally turn most readily and spontaneously to Germany in one particular aspect—to the Universities of Germany as the chosen homes of learning and research. India, indeed, cherishes with pride the memories of times long gone by when she was a seat of high intellectual and spiritual culture and of a learning developed in many directions, times when the great leading nations of the modern world had not even emerged into the light of history. But that ancient glory has faded

away, and we fully realize that at the present time and probably for a long time to come, we have to occupy the position of learners. We, therefore, consider it incumbent on us to render ourselves acquainted with the characteristic features and excellencies of the learned institutions, not of Great Britain only but also of other Western countries; and among the latter, none, indeed, are more worthy of study and emulation than the great German Universities. I may be allowed to single out two features of those institutions which appear to be specially worthy of attention. In the first place, the admirable way in which they manage to combine the functions of teaching and original investigation, on the one hand exalts and ennobles teaching, and, on the other hand, enormously stimulates and facilitates research. In the second place, the width of the intellectual interests which those institutions represent, is truly astonishing; the learned men of the German Universities have taken for their province the whole of Nature and the whole of Humanity; the intellectual curiosity that prompts them is unbounded, their sympathies are universal.

This naturally leads me on to one further point—a point which, indeed, has had great weight with us, the Fellows of this University, when we resolved to offer the highest honour at our disposal to the Crown Prince of Germany.

We are aware of the supreme value of what German scholars and investigators have done towards the advancement of knowledge and learning in all its branches ; but, on the present occasion we remember with special gratitude what a section of them has done in the field of Indian studies—of studies bearing on the history, the languages, the literature, the philosophy of our beloved Motherland. As soon as the great and ever-memorable British Pioneers in this field—men such as Sir William Jones, Henry Thomas Colebrooke, Charles Wilkins, Horace Hayman Wilson, James Prinsep—had provided the indispensable materials for a knowledge of India and its past, it was German scholars and literary men who first distinctly realised the true significance of this new department of knowledge, who made it clear to the world that Indian literature and philosophy, history and languages, may justly claim the attention not only of local administrators or of a new section of specialising philologists and antiquarians, but also of the philosophic historian, the philosophic student of language, the comparative critic of literature, in fact of every thinker in the West as well as in the East. When the first German rendering of *Sakuntala*—that pearl of our dramatic literature—was brought out only two years after the first English translation, it was at once welcomed in terms of enthusiastic praise

by the great Goethe. The brothers Friedrich and August Wilhelm Schlegel—twin leaders of a great new literary and critical movement—were the first men on the continent to learn Sanskrit and clearly to explain, with almost prophetic insight, what fruits were to be expected from the methodic study of the “Language and Wisdom of the Indians”; and no less a man than the many-sided philosophic statesman Wilhelm Von Humboldt was the first to give a fully penetrating and sympathetic analysis of a Sanskrit philosophical work. About the same time, Francis Bopp, who had gained from his study of Sanskrit grammar a totally new insight into the nature of languages, laid the foundations of the imposing structure of comparative philology. Towards the middle of the last century, it was a band of young German scholars that first undertook to give to the study of Indian philology, literature, and history, a sure basis by drawing into the sphere of their investigations the oldest monument of Indian literature, the sacred books of the Veda. In this connection, I only mention the names of Theodor Benfey of Gottingen, Rudolph Roth of Tübingen, Albrecht Weber of Berlin, and—a name endeared to every Indian heart—Friedrich Max Müller, who, trained in Germany and France, found so splendid a field for his many-sided activity in hospitable England. Of books, I need only

mention the truly monumental *Thesaurus* of the Sanskrit language compiled in seven massive quarto volumes by the joint labours of Rudolph Roth and Otto Bohtlingk. The generation of scholars to which all these eminent men belonged has found fully worthy successors. At present, each of the twenty-one German Universities makes provision for the teaching of Sanskrit, and all the greater Universities have special professorships for the subject. We have, besides, had occasion to welcome here in our midst quite a number of German Orientalists, some of whom have stayed in India as teachers for a long time, eminent men like Haug, Buhler, Kielhorn, and one of our own graduates, Blochmann, and we readily acknowledge the excellent work done by these distinguished scholars. European Orientalists, no doubt, have profited much by the store-house of knowledge possessed by our learned men, the Pandits; but, on the other hand, they have infused into oriental studies the spirit of historical and literary criticism, the importance of which has not always been appreciated by purely indigenous scholars. Great results have already been accomplished in more than one direction by the co-operation of eastern and western scholars, and we anticipate even greater results from such co-operation in the future. It is, therefore, our earnest wish that the intellectual bond between our Universities and those not of

Germany only but of all the great countries of the West should become stronger and closer. Learned institutions have a special call to foster friendly international relations. In the sphere of intellect and spirit, in the fields of learning and research, there is room for all. Whatever one nation gains, it may at once unreservedly share with all others, without fear that it would grow poorer thereby but rather with full confidence that the more freely it gives, the more abundantly will it enrich itself.

We recognise, My Lord, in the illustrious Crown Prince of Germany and Prussia the scion of a Royal House, the Princes of which have for centuries proved themselves far-sighted and sympathetic patrons of learning and research, of literature and art. We may be permitted to express the hope that his temporary sojourn in the East, while it will heighten his general interest in eastern countries and affairs, will also strengthen his sympathy with those oriental and particularly Indian studies, in the cause of which his learned countrymen have done work so splendid and so gratefully recognised by us. We venture respectfully to charge His Imperial Highness with a message of good will from us to the great German nation and more particularly to the great German Universities and their learned men; and we may, perhaps, be finally allowed to express a hope that the Prince, when

parting from our shores, will carry away the impression that he has been staying a while in the midst of a community which is on the upward move; that the Indian people fully recognise and are resolved to take advantage of the immense opportunities for progress which they enjoy under the sway of wise and benevolent rulers, guaranteeing external security and internal order; and that it is their ambition not only to advance in material prosperity but also to qualify themselves to take an important part, not all unworthy of their ancient traditions, in that great intellectual and spiritual competition through which mankind may hope gradually to accomplish its high ideal purposes, a competition in which all peoples of the earth may peacefully join, rivals and brothers at the same time.

The 11th March, 1911

The Hon'ble Mr. Justice Asutosh Mookerjee, C.S.I.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

Another year has rapidly rolled away since we last met in Convocation, and the duty again devolves on me to review in brief outline the story of our academic life. This annual retrospect, taken in accordance with a custom that has now been recognised for over half a century, is, I trust, not altogether valueless from a practical point of view; it enables us, at any rate, to realise what remains to be accomplished in spite of the successful efforts we have made for the progress of education, and to express our gratitude to those who have assisted us materially in the discharge of our obligations.

During the last twelve months, we have lost, from the ranks of our Fellows, two distinguished members, who had unflinchingly devoted a lifetime to the best interests of education. By the death of Chandranath Bose, we have lost one of a small band of brilliant graduates, whose career in life has spread the reputation of this University, far and wide. His contributions to the literature of Bengal are of abiding value and perennial interest, and they will serve to hand

his name down to posterity as that of one of the brightest products of English education in this country. By the death of Alexander Tomory, we have lost an experienced educationist who wielded an immense influence for good upon more than one generation of Indian students amongst whom his memory will be lovingly cherished. His services to the University as a syndic, an examiner and a lecturer can never be too highly acknowledged, and the devotion and willingness, with which they were rendered, were most readily appreciated by all who profited by his guidance or co-operation. But while we mourn the loss of these two distinguished colleagues, we cannot afford to forget that the system, by which the exalted office of the Viceroy and Governor-General of India is held for a limited term, has deprived us of the beneficent guidance of our late Chancellor. This is neither the time nor the place in which an elaborate eulogy can be fittingly pronounced upon the administration of the Earl of Minto, unquestionably one of the most memorable in the annals of British Indian history, and my voice can after all add but a feeble testimony to the enthusiastic acknowledgment rendered both in this country and in England. But I should fail in my duty, if as the spokesman of the Senate, I did not say that the name of the Earl of Minto will be ever gratefully and affectionately remembered in

this University as the founder of the first professorship of Economics and as the Chancellor who, during one of the most critical periods in our development, guided our progress with true sympathy, practical wisdom and unerring sagacity.

During the last twelve months, the University has continued its vigorous efforts for the promotion of post-graduate studies and research. We have fortunately secured the services of an able Japanese scholar, Mr. Yamakami, and have arranged with him to deliver a course of lectures as University Reader on Systematic Buddhism. The subject is one of abiding interest, and the materials available to the distinguished lecturer are practically inaccessible, in this country and possibly also in Europe, to students of this important department of Indian Philosophy. Satisfactory arrangements have further been made for post-graduate instruction in Pali language and literature as also in Comparative Philology, while the University Lecturers in the field of History and Sanskrit learning have substantially supplemented the work done in affiliated Colleges. In the domain of Economics, the Minto Professor has begun the first course of his public lectures which have aroused considerable interest amongst all serious students of the subject, and I am assured that the large classes of students, who regularly receive

instruction from him, number among them young and enthusiastic scholars, who, if opportunity were afforded to them, might lay the foundation for a genuine school of Indian Economics. In recognition of the importance of these studies, a distinguished graduate of this University, Babu Satischandra Ray, himself a devoted student of Indian Economics, has presented to the University his valuable collection of Economic works and also a sum of two thousand rupees for the improvement of this Department of our Library ; I venture to express the hope that this example will not lack imitators. I have dwelt for a moment upon post-graduate studies, because the importance of our work in this direction, there is reason to apprehend, is not always rightly appreciated. The Colleges affiliated to the University have, in the large majority of instances, found it impossible with their restricted means to make adequate and systematic arrangement for post-graduate studies, and it seems not unlikely that, for many years to come, students who aspire to proceed to the Degrees of Master of Arts and Master of Science must concentrate themselves in an extremely limited number of centres where liberal and enlightened efforts have been vigorously made for post-graduate instruction. But even in these selected places, cordial co-operation among teachers of ability and experience is

imperatively needed to maintain the high standard intended by the Regulations. It will not be seriously disputed that there is no lack of talent among our advanced students, as is indeed conclusively indicated by the quality and amount of work accomplished by them in recent years. I need only mention the various theses which have been submitted for the Degree of Doctor of Philosophy, for the Griffith Memorial Prize and for the Premchand Roychand Studentship, many of which have been published in our series of University Studies. Some of these, as indicated by the reports of examiners, have reached a high level of excellence, such as would do credit to students engaged in research in any University. Indeed, three years ago, when the University altered the regulations for the Premchand Roychand Studentship and substituted a thesis as the test instead of an examination, it was regarded by not a few as a bold experiment. The new system came into operation during the last year, and it is a matter for congratulation that not only was there no lack of candidates, but rather there were so many papers of considerable merit in diverse subjects, that the selection was a matter of some nicety and discrimination. I trust, therefore, that the work done by our advanced students may meet with encouragement richly deserved, and that funds may be placed at our disposal to enable us to

direct and co-ordinate research, so as to make it productive of fruitful results.

During the last year, the University has been the recipient of a number of endowments. Three of these will serve to commemorate the varied scholarship and many-sided activity of distinguished members of the Senate like William Hastie, Nagendranath Ghose and Debendranath Ray, while another will keep alive the memory of one of our graduates, Manmathanath Bhattacharyya, who attained to eminence in the public service and gave ample proof of talent of an exceptional order. It is a matter of genuine satisfaction to all members of the University that our honoured Rector, Sir Edward Baker, has allowed his name to be associated with another of these endowments, established by the liberality of the Maharaja of Nashipur. Two other endowments, one founded by Kumar Sarat Chandra Singh and the other by Babu Jagabandhu Bose, both for the establishment of scholarships to be awarded on the results of the Matriculation Examination, deserve public acknowledgment. These endowments, large or small, amply indicate the interest taken in University education by men of culture in various walks and different spheres of life ; but, I trust, I may be permitted to observe that they are often clogged with conditions which take away in a considerable measure from their general utility.

While upon this question of University endowments, I must not omit to mention a timely grant of five thousand rupees made by His Honour the Rector for the purposes of the University Library. The handsome structure which we have been able to erect by the munificence of the Maharaja of Darbhanga is now fast approaching completion, and we confidently hope that, in the course of this year, it will be ready for the reception of the University Library for which it has been primarily intended by its generous founder. Although our Library is valuable from the point of view of the specialist and contains books of rarity and importance in different departments of Science and Literature, it is entirely inadequate to meet the legitimate demands of our advanced students. Funds, therefore, are urgently and imperatively needed for the extension of the University Library, and we are, meanwhile, grateful to our Rector for the readiness with which he has made a grant to enable us to make a beginning.

During the last twelve months, the question of alterations in the Regulations has engaged the attention of the Senate on more than one occasion. The Regulations have now been in force for five years, and although at the time of their introduction, they gave rise to considerable apprehension as to their possible effect upon the progress of high education, it must be conceded

by the most unfriendly critic, if I may be permitted to say so without impropriety, that they have fairly stood the test of time. It is no ground for surprise, however, that in certain directions, conditions have changed so rapidly during the last few years, that the Regulations may require re-examination and re-consideration in minor details; it would, indeed, be idle to expect that any system of Regulations, even though framed with the utmost care and caution, could be treated as unalterable for all time to come. In one instance, the Senate has found it necessary to make a change of a fundamental description, I refer to the extension of the period of qualifying study for a Degree in the Faculty of Law from two to three years. It cannot be disputed that the ultimate effect of the change will be not only to secure thoroughness of training in our students, but, at the same time, to reduce the pressure of examinations on them; and for the sake of the profession to which it is my privilege to belong, I rejoice to think that by this alteration in the Regulations, taken along with the re-organisation of the Colleges affiliated in Law, amongst which may be mentioned, as the most recent examples, the institutions at Patna and Dacca, the system of legal education, which had hitherto been one of the weakest points in our academic system, has finally been placed on a sound and satisfactory basis.

During the last twelve months, the *University* has been sedulously engaged in the periodical examination of the secondary schools and colleges within its jurisdiction. In so far as secondary schools are concerned, the effective control now exercised by the University would have been impracticable but for the cordial co-operation and assistance of the Local Governments, whose officers have placed valuable materials at our disposal. There is no room for controversy that the general condition of our secondary schools has markedly improved during the last two years. But, though strenuous efforts have been made in the case of numerous institutions to attain what must be regarded as a moderate standard of efficiency, I am not optimistic enough to conceal from myself the unwelcome truth that immense sums will have to be spent before the schools can be deemed fully qualified to prepare students ultimately destined to receive a University education. The subject, in which the teaching is most palpably defective, and, in many instances, conducted on what must be regarded as by no means rational lines, is English. Indeed, when we remember that our students, in the earliest years of their life, learn the first rudiments of English language from teachers who themselves never had any adequate training, it becomes a matter for astonishment that many of them learn so well as they do.

This is a subject which demands immediate attention. Mere severity of examinations does not always effectively advance the standard of teaching; and the aim of all sound systems of education ought to be, not so much to keep back the unqualified as to reduce their number to an absolute minimum. The efforts of the professors in our Colleges must be lamentably wasted if they are called upon to impart instruction to students imperfectly trained in the course of their career in schools, and it would be a real assistance to the Colleges if a comprehensive scheme for the radical improvement of secondary education could be speedily brought into operation. During the last twelve months also, we have been engaged in an examination of the condition of our affiliated Colleges, a task the importance of which is equalled only by its delicate nature. Here, again, it may be fairly conceded that, during the last five years, there has been a remarkable improvement in the general condition of our affiliated Colleges. If any friend of Indian education, who was familiar with the condition of our Colleges in 1905, could be persuaded to revisit them in 1911, he would be struck by the unquestionably higher tone which now prevails in them. The staff has been strengthened and is now less inadequate to the performance of the work entrusted to them, while the sphere of their activity has in many places

been suitably circumscribed. At the same time, in the case of institutions where instruction is given in the natural or physical sciences, there has been a visible improvement in the laboratories and equipment for practical work. In many instances, again, there have been notable improvements effected in College buildings. These creditable results have been achieved in most cases by private munificence supplemented by generous grants-in-aid from the State. But although the general condition all round shows considerable improvement, two outstanding problems have emerged from the results of the inspection during the last twelve months, problems of paramount practical importance, which claim immediate attention and are by no means easy of solution. In the first place, the accommodation in the Colleges is entirely insufficient to meet the demands of the natural growth in the number of our students ; in the second place, the provision made for the residence of our students is of the most inadequate type. The first difficulty has been, to some extent, met by a relaxation of the Regulation, which fixes the maximum number of students admissible into any class of a college for purposes of instruction. The remedy is of a temporary character, and is wholly unsatisfactory ; it seriously affects the efficiency of the teaching and operates to the detriment of the very students for whose benefit

the concession is intended. The result is specially harmful in the case of scientific subjects, where only a limited number of students can work with advantage in a laboratory of a prescribed size. The only satisfactory remedy is the establishment of additional colleges and the expansion of existing institutions. The problem must be faced without delay, and can be solved only if the aristocracy of these provinces will take the lead in the matter. I feel little doubt that if they will come forward with the resources at their disposal, they will have established a claim for aid from the State which will not be, as it cannot be justly, withheld. The second problem to which I desire to invite special attention is the question of the residence of our students, a subject, I venture to think, of the gravest concern to all persons genuinely interested in the higher education of our youths. The Indian Universities Act recognises it as a principle of vital and fundamental importance that all students who read in an Institution affiliated to a University should reside either with parents or guardians or in suitable lodgings approved by the College. But it is undeniable that though the Regulations, framed on the basis of the Act, impose the duty entirely upon the authorities of Colleges to make provision for the residence of their students, only partial success has been hitherto achieved in this respect,

I am not unmindful that sustained effort in this direction has been made for some years past by the Government of Bengal and in recent years by the Government of Eastern Bengal and Assam ; but though it may be conceded that the results have been on the whole beneficial, it would be idle to deny, the field is so extensive, that considerable work yet remains to be accomplished. That the situation is fraught with the gravest danger cannot be questioned for a moment. The residences now provided are in many instances so unsatisfactory, the arrangements for superintendence of so rudimentary a character, and the lack of intimate association between teachers and students so generally the rule, that the present system, if continued, cannot reasonably be expected to foster the conception of true academic life among our students. The surroundings in which many of our students live, and the obvious dangers to which they are so often exposed, are calculated in many cases to effect the complete ruin of the students, not merely from the moral or the physical but also from the intellectual stand-point. What is imperatively needed is the development of a comprehensive policy whereby all our Colleges in course of time will be furnished with suitable residences for their students, and it is a matter for congratulation that the subject has attracted the attention of His

Excellency the Chancellor. I trust funds will be available, adequate for this great undertaking, and I earnestly hope that those amongst my countrymen, who are able to appreciate the benefits of education and are enlightened enough to realise the dangers inherent in the present system, will vigorously supplement the generous efforts of the State. I do not feel the remotest doubt that those who assist in the introduction and the development of the residential system will, in years to come, be justly deemed to have deserved the gratitude of successive generations of Indian students.

There is one other topic of considerable interest and importance upon which I should like to dwell for a moment before I bring my address to a close. During the last twelve months, the Maharaja of Cossimbazar, who has already earned the gratitude of the Members of the University as a benefactor, has given fresh proof of his munificence and founded an endowment for the promotion of research into the History of Indian Mathematics and Astronomy. I rejoice to think that this endowment has been created at an opportune moment when we are in a position to benefit by the guidance of the distinguished scholar who now adorns the office of Registrar and who is indisputably the greatest living authority on the subject in this country. It is not necessary for me on the present occasion to outline the work

to be accomplished in this domain. It is sufficient to say that after the manuscripts on the subject of Indian Mathematics and Astronomy, many of them not yet printed, shall have been rescued and translated, the learned world will be better qualified than now to judge of the historical position and the true value of the work achieved by our ancestors in this fascinating field of study. In this connection, I am tempted to offer a few observations on what has long since struck me as a decided shortcoming of our higher teaching. Neither our Universities by their Regulations and courses of studies, nor our Colleges by the instruction they impart, can be deemed to make adequate provision for what may comprehensively be called Ancient Indian History. I take the term History in its widest sense as inclusive not only of political history and history of external relations, but also history of social and legal institutions, history of culture, of literature, of philosophy, of Arts, and of the Sciences. Our earlier and earliest history demands from those who aim at a mastery, if not advancement, of the knowledge of the subject, a very considerable amount of learning in the domains of general history, of philology, and of the comparative sciences of Religion and Institutions. That Indian History in this sense has a special claim on Indian learned institutions will hardly be contested. But what, I ask, has been done to

meet our obligations in this respect ? The activity of European and American scholars and learned institutions in these fields is well known. New and important results are constantly achieved by them, and where definite conclusions cannot be attained for the present, questions are raised and problems are formulated to stimulate further research. In addition to this, such is the thoroughly practical organisation of University teaching in Western countries that every advance made is forthwith communicated to the special students of the subject. In India, on the other hand, there is absolutely no agency of this type. How few amongst us realise, for instance, that the subjects to which I refer, ancient Indian history, antiquities, and literature, cannot possibly be studied in an adequate manner with the help of familiar text-books. Text-books or class-books, to which our students are so deeply attached, are apt, in every progressive branch of knowledge, to fall behind the times within a few years, sometimes within a few months. This difficulty does not affect European or American Universities, where the study of oriental subjects is taken up by a comparatively limited number of persons, who rely not upon works of the nature of text-books, but rather upon the lectures of specialist University Professors. A Professor of this type, himself engaged in research, widens the bounds of knowledge, and

incorporates in his lectures all the important information on his subject available at the time ; he discusses new facts that come to light, new theories that are put forward, on the very earliest opportunity, and is expected to bring up his lectures to date constantly and to refer his students to the original authorities. The result is that a student trained under this system, before he leaves the University, has been put in complete possession of the very best and most recent exposition of his special subject. How far professorial lectures in India come up to this standard in any subject, is a point I am not concerned to discuss on the present occasion. In many branches of knowledge, which are widely cultivated, the existence of standard works may perhaps make up for professorial shortcomings. But in the peculiarly Indian subjects, to which my remarks are devoted, the absence of true professorial teaching of the type I have sketched, is absolutely fatal to all true proficiency and scholarship. What our Universities undertake, and what they are expected to undertake by students trained under a radically erroneous system, is to prescribe text-books as far as they can, text-books for even the most advanced subjects, text-books, in many instances, hopelessly antiquated or ludicrously inadequate. In addition to this, the Indian student labours under a special disadvantage, for while the European

student of ancient history, civilisations and literature is able to read books written not only in his own language, but also in several other leading languages, the only sources of information open to the majority of Indian students are works written in English. The Indian student, therefore, unless the lectures of his Professor make up for it, remains permanently excluded from possibly the most important and indispensable sources of knowledge. That I do not exaggerate in the least the peculiar difficulties of the Indian student, even in the study of subjects specially Indian, may be illustrated by one striking example. It is now more than four years ago that the learned world of the West was startled by the announcement that in certain documents, written in cuneiform character and excavated in North-Western Mesopotamia, there were mentioned, among other Gods, bearing strange and novel names, at least four well-known Gods belonging to the old Vedic Pantheon, Mitra, Varuna, Indra, and the two Ashvins. This most remarkable discovery of documents, dating back to the fifteenth century before the Christian era and proclaiming the first appearance of the Aryans in History, immediately arrested the attention of scholars in all the Universities in Europe; the subject was mentioned, examined and discussed in every course of lectures on ancient Asiatic History and

was brought to the knowledge of all advanced students of this subject. But how was this startling discovery of the great Gods of our Vedic ancestors being invoked at that early period by the Kings of Mitani, far on the upper reaches of the Euphrates, received in India? Has the topic been competently discussed by any Indian scholar? Has it been even mentioned in any single course of lectures delivered in Colleges and Universities, or are we to wait till this discovery passes into some perennial text-book which our Board of Studies may hereafter prescribe? The backwardness of Indian scholarship in the field of Indian history, antiquities, philology, is, in fact, conspicuous all round. How many Indian students of Vedic Sanskrit, for example, have considered it worthwhile to add to their knowledge of the language and antiquities of the Indian branch of the Aryan family, a competent knowledge of the language and religion of the closely cognate branch constituted by the ancient Iranians? Or, to ask another pertinent question, has any Indian Professor ever attempted to give to his pupils an exhaustive account and criticism of the great theory, first definitely started by Pischel and Geldner, according to which the Rig Veda should be interpreted not, as most previous scholars had done, as a book separated from Indian literature by a wide gulf and to be viewed in connection with

the oldest literary monuments of other Aryan nations, but rather as a book purely and genuinely Indian in character. Here, again, I am afraid, the answer must be in the negative, in spite of the fact that the theory is so essentially pro-Indian that it might be expected to attract the attention and rouse the interest of Indian Scholars. In all these things, indeed, Indian Scholarship must be pronounced hopelessly backward, when we consider how totally regardless the Indian Universities appear to be of what in these respects is their unmistakable duty. We know that our Universities and Colleges afford ample scope and facilities for the study of such historical events and periods as the Italian Renaissance, the Reformation in Germany or the French Revolution. This is quite in order. But should we not also make provision for studies peculiarly Indian and bear in mind that India also has had important Renaissances and Reformations of her own? It is hardly to our credit that the best graduates whom our Universities send forth in growing numbers, though admirably equipped with a stock of miscellaneous information, should lack not only an intimate knowledge of the history and the development of India, but also that critical capacity which springs from such knowledge and the absence of which

renders all teaching intrinsically hollow and barren.

I cannot suppress one further reflection which suggests itself to me in connection with this topic. We Indians naturally believe that there is much in our past upon which we may look back with legitimate pride and admiration. We are aware that our country early developed a high type of civilization and culture, that Indian poets and thinkers have made contributions of permanent value to the literature and thought of the world; and that India, in ages long gone by, had many great and wise rulers and has at different periods enjoyed high material prosperity. I, for my part, share in these beliefs and convictions to a large extent. But, on the other hand, I cannot blind myself to a real danger that a certain amount of misapprehension and exaggeration may enter into this conception of our past, specially if such conception is based on a vague and uncritical estimate of Indian History. Let us be candid, fair to ourselves as well as to others. There is, after all, no valid reason to believe that the Indians of old times were an altogether perfect and ideal people, that it was they who first invented all the arts and laid the foundations of all the sciences, and that in the ancient days,

“That primal age which did as gold excel,
Seasoned its acorns with keen appetite,
And thirst to nectar turned each springing well,”

the Indian Commonwealths were so perfectly ordered and governed that poverty, distress, and famines were absolutely unknown. Such fanciful estimates of the greatness and happiness of old times are to be strongly deprecated, for the indiscriminate admirer of the Past is apt to become a very unfair critic of the Present. What we require, are investigators of our past, fully fair-minded, but, at the same time, fully clear-eyed and brave-hearted—men animated by generous sympathy for what we were and what we accomplished in old times, but, on the other hand, fully prepared to point out where we achieved little or failed altogether; ready to acknowledge, without shrinking, weak points of national character and their disastrous consequences; unwilling to hide defects of ancient modes of thought, institutions, customs, practices,—men, in short, who are brave in the bravery of their conviction and do not hesitate to acknowledge and stand by historical facts, even if they should be highly unpalatable. ‘Great is the strength of truth and it will prevail’; and let me add, it is not only bound to prevail but will also prove a source of true blessing to those who are able to recognise and courageous enough to acknowledge it without reserve. It, therefore, behoves us—and by *us*, I mean in the first place the Indian Universities—to do our best to foster by all means in our power a true historical spirit in our midst. I, for my part,

indeed, would be the last person to depreciate lines of study which are mainly or even purely of theoretical or speculative interest ; for it is vital for learned institutions to promote in the first place the search for truth—truth pure, and simple—irrespective of practical results and applications ; but it is evident that historical studies, at any rate, are not only theoretically interesting, but also possess an eminently useful side ; for the Past, if rightly understood and interpreted, is pregnant with the most precious lessons for the Future.

The 6th January 1912

Presentation of the University Address
to Their Imperial Majesties
The King-Emperor and Queen-Empress.

His Imperial Majesty the King-Emperor having signified his pleasure to receive an Address from the University at the Government House on Saturday, the 6th January, 1912, at 10-30 A.M., invitations were issued by the Registrar to the Fellows of the University to attend the function. With the gracious permission of the King-Emperor, the Registered Graduates of the University were also invited to attend by way of a special privilege. At a quarter past 10 A.M. the Fellows of the University, headed by His Honour the Rector and the Hon'ble the Vice-Chancellor, assembled in the Throne Room in full academic robes, while the Registered Graduates wearing University Gowns and hoods of their respective Degrees were accommodated in the adjoining Marble Hall.

Before entering the Throne Room, the King-Emperor was graciously pleased to call for the Vice-Chancellor and to present to him portraits of Their Imperial Majesties to be

preserved by the University as mementoes of Their Majesties' visit to Calcutta.

At 10-30 A.M., His Excellency the Viceroy wearing the robe of the Chancellor of the University joined the assembly in the Throne Room, and a few minutes later His Majesty the King-Emperor entered and was received by His Excellency the Chancellor, His Honour the Rector and the Hon'ble the Vice-Chancellor, the whole assembly rising from their seats and the Band playing the National Anthem.

His Excellency the Chancellor having obtained permission of the King-Emperor, the Hon'ble the Vice-Chancellor read the Address, which was as follows :

TO

**Their Most Excellent and Imperial Majesties
The King-Emperor and Queen-Empress.**

MAY IT PLEASE YOUR MAJESTIES,—

It is with feelings of the deepest devotion and loyalty that we, the representatives of the University of Calcutta, avail ourselves of the high privilege of approaching your Gracious Majesties with an address. With all Indians we share the enthusiastic gratitude due to the great Sovereign and his Consort who have vouchsafed to give to their affection and regard for our beloved country the most powerful and eloquent expression by coming to celebrate in India at our old Imperial city, the Coronation which took place in London last June. In addition we, the members of the Calcutta University, remember with special pride and gratitude the time, now six years ago, when Your Imperial Majesty, then Prince of Wales, graciously consented to join the ranks of our Honorary Doctors of Law. Nor do we fail to recall to mind the occasion when Your Gracious Majesty's august father, King Edward VII of revered memory, conferred on the University a similar high honour and thereby inaugurated a connexion between the Royal House and our

University which, we are proud to think, thus already possesses an hereditary character.

We, however, on the present auspicious occasion, may perhaps venture to claim that we represent not the University of Calcutta only, but the entire body of the Indian Universities, and taking an even wider view of the situation, that entire, ever increasing, section of the Indian people which has had a University education. In this widely representative capacity we humbly crave leave to give expression to a special feeling of gratitude. The inestimable advantages and blessings, for which India is indebted to its connexion with Great Britain, are of so manifold a nature that we cannot undertake even to touch on them as a whole ; but there is one boon, and this surely one of the greatest, to which the representatives of the Universities feel entitled, nay bound, to refer specially—we mean the access which the union of the two countries has given us to the priceless treasures of modern western knowledge and culture, literature and science. We, Indians, no doubt, look back with pride and reverence to what, in the days of old, our forefathers accomplished in the fields of thought and knowledge ; but we at the same time fully realize that, in order to advance the greatness and happiness of our country and to re-conquer for it an honourable place among the great progressive nations of the world, we must,

in the first place, strenuously endeavour to arm ourselves with all the knowledge, all the science, all the skill of the West. When, therefore, appearing before our Gracious King-Emperor, who symbolizes to us in his own person as it were the happy union between Great Britain and India and all the blessings springing from it, we, the representatives of the Indian Universities, feel strongly urged to give expression to a feeling of deep gratitude—gratitude to Providence for the kind dispensation which has tied the fates of India to those of a western country so advanced and enlightened as Great Britain,—gratitude to our Rulers who long ago initiated and ever since have adhered to a far-sighted and sympathetic policy of public instruction and education through the beneficent action of which the light of modern knowledge is gradually spreading through the whole length and breadth of the land. And with this expression of gratitude it behoves us to couple a further assurance. We humbly request permission to assure Your Gracious Majesties that the Indian Universities, which are the leaders in the great intellectual movement that at present is reshaping India, are vividly conscious of the very weighty responsibilities which this their place and function impose on them. They realize that it is their duty not only to promote and foster but also to guide and

control the country's advance on the paths of enlightenment and knowledge, and to provide safeguards as far as it is in their power, so that the enthusiasm which a sudden widening of the intellectual horizon is apt to engender in youthful minds may not tend to impair or weaken those great conservative forces without the constant silent action of which no nation can achieve true greatness and well-being—the forces of respect for order, reverence for law and good custom, loyalty to established authority. We venture to assure Your Gracious Majesties that the Indian Universities, while ambitious to be leaders in a boundless intellectual advance, are no less anxious to act as centres of stability—moral, social and political ; that they will ever view it as a supreme duty to strengthen the bonds which connect India with Great Britain and the Royal House ; and that they rejoice in the thought that it may be given to them to contribute their share towards the successful accomplishment, under Providence, of that great task which the world-wide British Empire has taken upon itself for the good of Humanity.

We beg to subscribe ourselves,

YOUR MAJESTIES'

Most loyal and most obedient subjects,

Hardinge of Penshurst, *Chancellor.*

F. W. Duke, *Rector.*

Asutosh Mookerjee, *Vice-Chancellor*.

G. Thibaut, *Registrar*.

L. Jenkins.

R. S. Copleston.

Guy Fleetwood Wilson.

R. W. Carlyle.

J. L. Jenkins.

Harcourt Butler.

Syed Ali Imam.

G. W. Kuchler.

Gooroo Dass Banerjee.

Ahmad.

Mahendranath Ray.

Kailaschandra Bose.

Nilratan Sircar.

Herambachandra Maitra

Debaprasad Sarbadhikari.

Bhupendranath Basu.

Adharchandra Mukerjee.

Chunilal Bose.

Henry Stephen.

George Francis Angelo Harris.

Kedarnath Das.

Upendranath Brahmachari.

E. Denison Ross.

Brajendranath Seal.

Rajendrachandra Sastri.

Francis James Drury.

Phanibhushan Mukerji

J. N. Das Gupta.

S. C. Mahalanobis.
Paul Bruhl.
Muhammad Yusoof.
C. P. Lukis.
Lalmohan Doss.
Krishnachandra Banerji.
Prafullachandra Ray.
Satischandra Vidyabhushan.
Leonard Rogers.
C. W. Peake.
F. A. Slacke.
Binayendranath Sen.
F. P. Maynard.
Jnanchandra Ghosh.
Haranchandra Banerjee.
C. P. Caspersz
A. Earle.
F. C. Turner.
E. O'Neill, S. J.
Richard Harington.
R. N. Mukerjee.
Alexander Thomson.
E. P. Harrison.
Kumudinikanta Bandyopadhyay.
D. N. Mallik.
Girindranath Mukerjee.
S. C. Bagchi.
H. H. Hayden.
G. H. B. Kenrick.
W. A. J. Archbold.

Pandeya Ramavatara Sarma.

Dineshchandra Sen.

Lalitmohan Chatterjee.

Manohar Lal.

Janakinath Bhattacharyya.

Phanindralal Gangooly.

J. A. Murray.

J. T. Calvert.

E. H. Robertson.

Annadaprasad Sircar.

G. Findlay Shirras.

W. B. MacCabe.

C. R. M. Green.

Jnanranjan Banerjee.

Birajmohan Majumdar.

Baidyanath Narayan Sinha.

Kalipada Basu.

Evan E. Biss.

Kamalud Din Ahmad.

B. K. Finnimore.

J. R. Barrow.

Bidhubhusan Goswami.

Owston Smith.

W. G. Brockway.

F. W. Sudmersen.

R. W. F. Shaw.

R. G. Milburn.

The Hon'ble the Vice-Chancellor then presented the Address and a silver casket to

the King-Emperor who having accepted them made the following gracious reply :

“I recall with pleasure the occasion on which, six years ago, I received from the University of Calcutta the Honorary Degree of a Doctor of Law, and I am glad to have an opportunity to-day of showing my deep and earnest interest in the higher education of India. It is to the Universities of India that I look to assist in that gradual union and fusion of the culture and aspiration of Europeans and Indians on which the future well-being of India so greatly depends. I have watched with sympathy the measures that from time to time have been taken by the Universities of India to extend the scope and raise the standards of instruction. Much remains to be done. No University is now-a-days complete unless it is equipped with Teaching Faculties in all the more important branches of the Sciences and the Arts, and unless it provides ample opportunities for Research. You have to conserve the ancient learning and simultaneously to push forward Western science. You have also to build up character, without which learning is of little value. You say that you recognise your great responsibilities. I bid you God-speed in the work that is before you. Let your ideals be high and your efforts to pursue them unceasing and, under Providence, you will succeed.

Six years ago I sent from England to India a message of Sympathy. To-day in India I give to India the watchword of Hope. On every side I trace the signs and stirrings of new life. Education has given you hope; and through better and higher education you will build up higher and better hopes. The announcement was made at Delhi by my command that my Governor-General in Council will allot large sums for the expansion and improvement of education in India. It is my wish that there may be spread over the land a net-work of schools and colleges, from which will go forth loyal and manly and useful citizens, able to hold their own in industries and agriculture and all the vocations in life. And it is my wish, too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort, and of health. It is through education that my wish will be fulfilled, and the cause of education in India will ever be very close to my heart.

It is gratifying to me to be assured of your devotion to Myself and to my House, of your desire to strengthen the bonds of union between Great Britain and India, and of your appreciation of the advantages which you enjoy under British Rule. I thank you for your loyal and dutiful address."

The Fellows then passed in front of His Imperial Majesty, bowed and retired.

As His Majesty left the Throne Room, the Band again played the National Anthem.

The 16th March, 1912

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

During the last five years, in the course of the successive addresses which it has been my privilege to deliver from this place, I endeavoured, following in the path of my distinguished predecessors, to trace from year to year the history of the progress of our academic life, and to dwell on such special features as called for criticism or reflection; but, on the present occasion, I shall venture to depart from the established course. We have now reached one of the most critical periods in the history of our growth, and changes are impending, are in fact partly in process of accomplishment, which are likely to affect with very special force the University of Calcutta. On such an occasion as this, it is our duty to realise, as accurately as we can, the scope of our present activities, and the direction in which future development may be most profitably attempted.

The far-sighted statesmen, who assisted in the foundation of the Indian Universities, now nearly sixty years ago, aimed at the establishment of Institutions for the purpose of ascertaining by

means of examinations the proficiency of candidates and of rewarding them by academic Degrees as evidence of their attainments. But though they thus intended the Universities to be examining bodies, they recognised at the same time a principle of vital importance, calculated in the fulness of time to transform these Institutions into teaching Universities, I refer to the fundamental principle that no student shall be admitted as a candidate for a Degree unless he has been duly trained and instructed in an affiliated College. The more intimate the relation between the University and the Colleges, the closer the supervision exercised by the former, the stricter the adherence of the latter to the academic Regulations, the more unquestionable is the truth of the statement that the Colleges constitute an integral, an essential component of the University. From this point of view, it is fairly obvious to any unbiassed mind that the reproach, sometimes levelled against the existing Universities, that they are merely examining bodies and consequently educational agencies of an inferior type, does not rest on a solid foundation. The criticism is founded on an incomplete and insufficient analysis of the present condition of things. The truth is that the University delegates the function of teaching to a number of Colleges, the totality of which practically constitute the University

in its teaching aspect. The professors of affiliated Colleges are thus virtually Members of the University—and truly not the least important members—although many of them may not formally be Fellows. This state of things is bound to continue, unless the Universities should altogether divest themselves of the functions of controlling higher education as represented by the Intermediate and B.A. stages of study and of influencing secondary education by means of the Matriculation Examination, and should instead limit themselves exclusively to the promotion of higher studies in their most advanced stages. Let us suppose for a moment that the territorial sphere of this University were reduced to a few divisions or even to the city of Calcutta only. Even then the University would have to teach by delegation, that is, by entrusting the function of giving instruction to such Colleges as are willing to accept the Regulations and submit to the Examinations of the University. If it really was desired that Universities should be directly teaching bodies—the sphere of teaching remaining the same as now—either of two very radical plans would have to be adopted. The University might, in the first place, dispense with all the existing Colleges and itself provide teachers and professors in sufficient numbers to teach all students who wish to proceed to the Intermediate and B. A. Examinations : or,

in the second place, each existing College might be raised to the rank of an independent University. I shall not pause to consider the feasibility or the advisability of either of these schemes. The observations I have made, if duly considered, further justify the inference that the criticism directed against the existing Universities that they are not residential in character is very wide of the mark. A University which has to rely upon the Colleges affiliated to it or incorporated within it, for the instruction of its students, has in the same way to look to the Colleges for suitable arrangements for their residence and supervision. That these arrangements have up to the present been in most places lamentably defective does not change the general position. Satisfactory improvement in this line can be effected in no other way than through the agency of the Colleges. The University can do no more than keep the Colleges up to the mark and insist on every possible reform to provide students with sanitary and convenient quarters and to arrange for fully effective supervision. Theoretically, no doubt, we might imagine the University, let us say the University of Calcutta—we need not concern ourselves for the moment as to what the possibilities of Dacca, Benares or Aligarh may be—let us imagine this University congregating all the Intermediate and B.A. students, who live at Calcutta, in one huge University hostel, and looking after

them by means of University Superintendents and University Inspectors. But would any one seriously contemplate a centralising scheme of this character? We all know on what lines the Government, under the guidance of our watchful and sympathetic Chancellor who has fortunately for us fully realised the defects of the present boarding arrangements, are initiating improvements. Each College is encouraged and enabled by means of substantial grants from the State to improve its own hostels or to erect entirely new ones; and the intimate connection of the hostel with the College is one of the most essential and valuable features of the scheme. I do not follow out these points any further. What I have said suffices to make it plain that the University is and has ever been a teaching University—although like every other University which undertakes to control Intermediate and B.A. teaching for a wide circle of students, it has to do its teaching by delegation; it is further patent that it is a residential University inasmuch as it obliges the Colleges to which the teaching is entrusted, to make suitable arrangements for the residence of the students. That both the teaching in the Colleges and the residential arrangements are capable of very great development and improvement, we do not deny. But I must emphatically decline to admit that the University has so far failed in any

way to cope with the task, exceedingly heavy as no doubt it was and is, of making adequate provision for the entire body of students which stands under its jurisdiction. Our exertions have grown *pari passu* with the growth of our task, and our strength does not yet give any indication of exhaustion. We, indeed, may not have been in a position to satisfy all demands whatsoever—local, provincial, sectarian—which have been made upon us. But we do claim that substantial progress in every department has been made, within the limited means placed at our disposal, ever since the new Regulations came into force, and we maintain that all further progress will have to be made mainly on the lines hitherto followed.

Do I then mean to say, I may be asked, that the old Universities, among them in the first place our own University, really do everything that may be expected from an Indian University, that no advance is to be made but on the customary lines, and that hence there is no force whatever in the demands of those who contemplate altogether new developments of University teaching, of academic life and activity? To this question, I unhesitatingly reply that I am far from holding such a view. On the contrary, I am convinced that what our Universities require is an essentially new start on path untrodden hitherto, that a new spirit has

to be evoked, that new forces and agencies have to be created. The country, I declare, is amply justified in demanding from our Universities a great deal more than they have accomplished hitherto, and the advocates of new schemes are in a certain sense right in maintaining that what we require are Universities teaching rather than examining; but this sense has to be defined and circumscribed very clearly, if we desire to effect something really useful.

Our Universities have undoubtedly accomplished great things. Under their fostering care, there has grown up a numerous and important class of men imbued with the modern spirit, animated by progressive ideas, and possessing, each individual in his own sphere, some share of that knowledge and learning without which no man at the present time is able to take an effective part in the higher practical work of life. Although, perhaps, not very rapid, our progress in this direction has been steady and undeniable. We have learned, in ever increasing numbers, to realise and to act on the conditions on which alone in these times of ours a nation may exist and prosper. This I say is great work, and I do not hesitate to add, is after all that kind of work which modern Universities all over the world are called upon to undertake in the first place. It is well to remember that even Institutions such as the great Universities of Germany,

which are so justly renowned as centres of learning and research, are primarily maintained by the State for the purpose of preparing young men for the higher walks of practical activity, the so-called learned professions. This is so, and it is right that it should be so, for action is after all the final end of life. But at the same time, it is a fact that the Universities of the West combine with this practical function, another function which, though by no means out of relation to practical life, yet has a prevaillingly theoretical aspect—a function which many would be inclined to view as the higher one and as to whose absolute importance and greatness there indeed can be no doubt. The professor in a western University has a double task. He in the first place imparts to his pupils the best knowledge which is available in his special subject at the time—not indeed teaching merely from textbooks or as many an Indian College professor so often does, teaching *a* textbook—but drawing on that entire stock of information, ever growing and ever shifting, which is supplied by periodicals, reviews, and transactions of learned societies. In the second place, he aims at stimulating in the minds of students, or at any rate that minority of students who are specially gifted in that direction, the aspiration to go beyond what they have learned and to widen the realm of knowledge by original speculation and research

of their own. In order to impart to his teaching this stimulative and rousing power, the first requisite is that the professor himself should be capable of and actually engaged in original work ; it is his example and life, no less than his verbal teaching, which excites the enthusiasm and stimulates the faculties of the pupils. It is in this way that the Universities of the West are not only higher schools whose task it is to store the minds of students with ready-made knowledge, but also busy centres of productive intellectual labour, where new treasures of knowledge are constantly brought to light.

That our Indian Universities have so far failed conspicuously to come up to the standard of the Western Universities, as briefly outlined, cannot be doubted. To say that they have failed to do so is, perhaps, not a very accurate expression ; for one can hardly be said to fail in something at the accomplishment of which one has never aimed. But the fact remains the same. Our Universities have done teaching, even teaching of a high type ; but the teaching has not matured that particular precious fruit which University teaching in the West bears in such increasing abundance. The Indian Universities have in fact contributed exceedingly little towards the advance and increase of knowledge. They may be said to have acted as faithful guardians of the sacred flame, but they have done nothing to make

it burn brighter and higher so as to dispel in an ever widening circumference the darkness which surrounds human intelligence. In old days, India was one of the great centres of creative thought; we remember this with pride and we draw from it inspiring hope for the future. But, at present, we have fallen woefully behind in the great intellectual competition of the nations of the world; and those institutions on which there mainly devolves the task of promoting the intellectual re-birth and development of the country have never realised the full extent of their responsibilities. The time has come now thoroughly to diagnose this vital defect, and the result of the diagnosis requires to be declared in unambiguous terms by those to whom the guidance of the existing Universities is entrusted. Otherwise, it might happen that the older Universities, which in their sphere have laboured so long and so faithfully and have accomplished so much in their own lines, might suddenly find themselves outstripped and possibly left hopelessly behind by younger institutions less spell-bound by tradition and routine and more fully alert to the signs of the times.

I in no way claim to be the first to whom this idea of the pressing need of a further step, a step forwards and upwards, to be taken by our University, has occurred. In fact, I could not

speaking with the confidence I actually feel, were I not conscious that the ideas and aspirations to which I am endeavouring to give utterance, are shared by many of my Indian countrymen, by many of my Fellow Citizens of Bengal, probably by more than one of the very Members of our University whom I see here around me. I rejoice in the thought that I am justified in claiming our learned Chancellor as a sympathiser with the new aspirations; and to make on this point a statement final and crowning as it were, it is to me a source of the most intense satisfaction and pride that the special need of the Indian Universities, which I am now endeavouring to set forth, has been clearly discerned and emphatically stated by no less an authority than our wise and Gracious King-Emperor himself. For in His ever-memorable reply to the Address presented by our University—a reply which we have resolved to engrave on marble in letters of gold,—His Majesty declared that no University is now-a-days complete unless it is equipped with Teaching Faculties in all the more important branches of the Sciences and the Arts, and unless it provides ample opportunities for Research. This epoch-making utterance, indeed, expresses our main needs so clearly and precisely that it is sufficient for me to dilate on them and to some extent develop their implications.

The Faculties to which His Majesty alluded are plainly not Faculties whose main function it is to lay down courses of studies and syllabuses and to appoint textbooks. Bodies of this kind we have possessed since a long time, and they no doubt are highly useful in their own way and sphere. The new Faculties required, rather, are groups of University Professors, competent to impart instruction of the highest kind and themselves engaged in original investigation and research. It will be needful to define, to some extent, what particular shape such Faculties would have to assume in order to suit the exact requirements of one of the older Indian Universities, or let me rather say at once, of the University of Calcutta with which we are mainly concerned. Details cannot be discussed, much less settled, at the present moment, but it may be useful even now to assert certain general principles. For, as the realm of possibilities is wide, we shall have to realise at the outset that not everything that may be desirable can be accomplished at once, and, I specially wish to add, it is essential that no initial misconception should be allowed to obstruct our course of action.

The old historical Faculties of Western Universities have all along been four—the Faculty of Theology, the Faculty of Jurisprudence, the Faculty of Medicine, and the Faculty of Philosophy; which latter Faculty has in modern times

been split up in many places into two sections, a Faculty of Physical and Natural Science, and a Faculty of Philosophy comprising the remaining branches of knowledge which were represented by the old Faculty of Philosophy. The present Faculties of the Indian Universities are based on very much the same plan; the only essential difference is that they do not comprise a Faculty of Theology and have added Faculties of Engineering, while in the West the interests of Engineering are entrusted to special Institutions. We are not prepared at the present moment to propose the foundation of Professorships for the teaching of Theology. I must confess that personally I look upon the scheme of Theological Faculties, which we understand is contemplated by the promoters of the Hindu and Mahomedan Universities, with very sincere sympathy. I am strongly convinced, I deeply feel, that the total divorce from religion which characterises our modern system of higher education is nothing less than a great evil, I was about to say, a national calamity. But, at the same time, I cannot shut my eyes to the extraordinarily great difficulties of providing religious instruction in a University which is bound to be non-sectarian. The entire question of Theological Faculties, urgent as I feel it to be, must be left to the future to settle. As to Law and Medicine, provision of new agencies for higher teaching

has already been to some extent undertaken. In the department of law, we have our own University Law College with a numerous and competent staff. The Institution, no doubt, aims, in a quite pre-eminent sense, to supply practical wants, to send forth young men fitted for the administration and practice of Law in all its different aspects. But we have obviously here the germs of an Institution, the Members of which may aim at the promotion of original work in the domain of the general principles and the history of Law and Legal Institutions. The object we have in view may undoubtedly be facilitated, if the conditions of the tenure of office of the Tagore Professor of Law are suitably modified and the funds placed at our disposal by one of the most enlightened and public spirited Indian Lawyers of the last century applied, under altered circumstances, to the maintenance of a true University Professor of Law. Meanwhile, our hands have been strengthened by the foundation of a research prize in Law of a substantial amount by one of the wealthy citizens of Calcutta, and I welcome this as a significant indication of the fact that the claims of research are appreciated and acknowledged in wider circles than those purely academic. In the domain of Medicine, another of the great departments of knowledge which has a prevaillingly practical aspect, we have affiliated to us our splendid Medical College

with its distinguished staff of Professors, many of whom have done highly important work of an original kind. That the opportunities which Calcutta affords for medical research admit of extension and improvement, in many and essential directions, must be readily acknowledged; and it is therefore a matter of the deepest gratification that our enlightened and benevolent Government, fully alive to their responsibilities in the matter, have just taken steps for the foundation of a School of Tropical Medicine.

There thus remain the two Faculties of Arts and Science—twin daughters of the old Faculty of Philosophy whose needs for extension have to be considered. It is here that in my opinion a start on new lines is most urgently required: it is at this point that we have to apply our first efforts to create a true Teaching University. The field is of enormous extent; it comprises the whole circle of mental and moral, philological and historical science, and then again the entire ever-growing and multiplying group of the physical and natural sciences. That here there are infinite openings for true academic teaching and research cannot be seriously disputed. We no doubt have had M. A. teaching, of a more or less adequate nature, in quite a number of these philosophical subjects for many years. But this M. A. teaching, except in a few notable instances, has not been essentially different

either in spirit or in results from B.A. teaching. It has aimed at, and in a satisfactory degree, realised greater specialisation and thoroughness of study ; but it has not, on the whole, aimed at or achieved the advance of knowledge. A good Master of Arts is a young man who is well up in some special branch of knowledge and may be entrusted with teaching the same subject in one of our Colleges ; but he is nothing more, and the training he has received has not aimed at making him anything more. Nor again are our Colleges, as a rule, in a position or willing to devote much time or labour to M.A. teaching such as it is. The tradition that a good B.A. requires no teaching whatever to qualify for the M.A. Examination, although combated by our University, has still a great hold on the minds of teachers as well as students. I see no definite chance of the accomplishment of a radical change in this respect in our Colleges at any rate, as a mere preliminary, the condition of recruitment of M.A. teachers would have to be fundamentally altered. It, therefore, falls on the University to provide what is required. I am aware that the University—even if fully recognising what is needed and most anxious to supply the needs—is unable to establish at once anything like complete Teaching Faculties for Arts and Sciences. A few words will suffice to indicate what I, and with me, I think, every one who has some insight into our needs and

capabilities, would consider a bare minimum for the establishment of bodies of Professors that might be viewed as Teaching Faculties. We should, in the first place, have not less than three Professors at any rate to represent, not indeed with full adequacy but not quite unworthily, a group of subjects hitherto neglected by our Universities in a somewhat unaccountable way—I mean the ancient history, antiquities, philology, literature, philosophy of our own mother country. We should require a Professor of Philosophy other than Indian. There further should be Professors for History other than Indian and for Comparative Philology. I do not refer to Economics, as a University Professorship, associated with the honoured name of our late Chancellor, is already in existence. On the side of Science, we should require at least two Professors for Mathematics in special view of its recent higher developments, a Professor for Chemistry, a Professor for Physics, and also special representatives of important branches in which so far we have not had regular M.A. teaching even, I mean Botany, Zoology, Physiology, Geology and Mineralogy. This list of required Professorships is short, indeed, if we compare it with the long and imposing statements which show what is meant by a Teaching Faculty of a European University, not necessarily one of the first rank, but even

a minor one. At the same time, I am fully and regretfully aware that my list is long, if judged by the standard of our present capacities and possibilities. But there is no reason why we should not attempt to make an immediate beginning at any rate. Nay more than this, I rejoice that a beginning has actually been made, for not without encouragement and hopes of sympathetic response have the Senate quite recently approached the Government with the request for the foundation of two University Professorships, one, to be called the Regius Professorship in commemoration of the visit of our Gracious King-Emperor, for Indian History and Antiquities, these terms to be taken in a comprehensive sense as implying the study of the intellectual History of Ancient India no less than the study of political and social events ; and the other, a Professorship of Higher Mathematics to be associated with the name of our distinguished Chancellor, under whom we trust this great new movement will not only be initiated but further developed. This selection of two special branches of study from so many which, we may say, equally clamour for recognition, no doubt was a task, somewhat difficult and delicate, if not invidious. That India and its past should be among the very first subjects thought of was indeed almost inevitable ; in making this choice, we discharge as it were a debt sacred and

supreme from more than one point of view. For the selection of Mathematics, on the other hand, in preference to other branches of science, there may be pleaded, in the first place, the fundamental importance of this discipline which forms a kind of basis and supporting framework for every branch of Physical Science ; and apart from this, the practical consideration, not without weight for those who wish to initiate a great movement with the least possible delay, that a Professor of Mathematics in even its higher developments does not require the preliminary establishment and constant upkeep of an expensive laboratory. But far be it from me to suggest even that these two professorships are really more necessary than any of the others I have named ; necessary to us is nothing less than a full representation, by competent special research professors, of all those branches of higher knowledge in which Indian youths of exceptional ability may be expected to attain to that degree of true proficiency which naturally leads on to new enquiry and discovery. The two new professorships would be highly welcome on their own account, but even more welcome as implying a pledge and promise, as it were, of further developments of University teaching on the same lines. It will no doubt take time to build up a Teaching University ; but let us at any rate not delay any longer to

realise our wants clearly and to enounce them boldly and definitely.

That a scheme of the kind I have attempted to sketch in outline will give rise to reflections, queries, doubts and objections of many descriptions, I realise full well, and with reference to some of these, which I anticipate with special certainty, I may be allowed to make a few observations.

One of the first questions sure to be asked is, where the funds for a Teaching University are to come from and whether any funds that may be forthcoming in the immediate future will suffice to attract to the Professorships contemplated, men really capable of raising University teaching and the results of such teaching to an unmistakably higher plane. We have proposed that to the two professorships to be founded at once, salaries of Rs 12,000 a year should be attached. Doubts have been expressed already in more than one quarter whether a remuneration less than the average pay of a Principal of a Government College and less than half the salary of a Director of Public Instruction will attract men possessing those eminent special qualifications on which we shall be bound to insist in the case of our University Professors. To this, I would reply in the first place that the salaries proposed may be viewed as a minimum and may have to be raised in the future, at least in special cases. But there

are other considerations of a weighty character which cannot be completely ignored. The University Professorships which we contemplate will, to those ambitious to devote themselves to study and research, offer quite particular advantages. The routine duties such as lecturing will be light; there will be the amplest leisure for literary or scientific research; the position will be one of great eminence and dignity, to which fact, I confidently trust, it will be found feasible to grant some distinct official recognition not based on the mere amount of salary. The great prizes in the way of income everywhere fall to those who attain high eminence in one of the distinctly practical walks of life. the more theoretically, or, if you like, ideally minded man who looks upon the investigation of truth as the main object of life, or at any rate of his life, will probably be prepared to make some sacrifice on the material side and will in many cases be content to do so. I am therefore by no means hopeless that men of the requisite type will be forthcoming, even now on the comparatively modest terms we may be able to offer. As to the question of the source of the funds required, it is evident that the University, which so far has no other income than the fees realised from candidates, cannot pay the salaries of University Professors from its own resources. We have every reason to hope that our application to the Government for the two initial

Professorships will meet with a sympathetic response, and I venture to cherish the further hope that the scheme may expand and develop under the same aegis. The truth is that in all the civilised countries of the present age, higher scholarship and research and not only such research as may conduce to material prosperity and advancement, are allowed to have a distinct claim on help, in many cases very substantial help, from public revenues: the encouragement of learning and research are, indeed, looked upon as constituting one of the recognised duties of Government. Much the larger part of the expenditure of the great Universities of Germany is allowed as a direct charge on the public revenues, and charges of this kind there never meet with objection from the representatives of the people. But, apart from this, I must address a most earnest appeal to the wealthy aristocracy of our country, more particularly our province, not to withhold assistance from the great work we are about to initiate. I for my part very sincerely sympathise with the schemes of new Universities, Hindu or Mahomedan, and I wish them every success, if properly planned and constituted. But I must confess that it grievously distresses me to see that though from all sides munificent contributions are promised to the funds of Institutions, the future working of which has not yet been even definitely settled, appeals for existing

Universities and Colleges meet with a very scanty response. The new Institutions may have claim to assistance, but who will deny that the old foundations have a prior and more solid claim. The University of Calcutta, no doubt, is far from perfect ; it requires to be improved and possibly even to be reformed in many ways ; but, be it kept in view, that essential improvements and extensions, the need for which we have not failed to realise long ago, could not be taken in hand and accomplished for want of funds. But imperfect as it may be, Calcutta at any rate has existed and has laboured strenuously for a long series of years. The existence of the cultured classes in Bengal is due entirely to the action and influence of the University : it is this University that has roused in the people of the province, in fact far beyond the province, those very higher intellectual and spiritual needs and aspirations which are now attempted to be directed into new channels. Charity truly begins at home. Let us consider and provide for the wants of our great common mother before we proceed to lavish our substance upon newcomers.

The question next deserves consideration, as to the quarters in which we should have to look for men suitable for appointment as University Professors. It is beyond controversy that well-founded claims on the part of Indian scholars will certainly not be overlooked, and I for my

part look forward to a time when we shall have a University professoriate largely composed of my countrymen, possibly of graduates of this very University. But at the present moment, as well as in the immediate future, our first endeavour must be to gain for our professorships the very best men available. To aim at less would be to imperil, nay almost to a certainty to ruin the chances of our new scheme at the outset. I repeat that the new University teaching is not intended to be merely the customary M.A. teaching under another higher sounding name. It is to be teaching which deserves a higher name, because it is intrinsically of a higher character. We cannot, therefore, afford the patriotic luxury of restricting our selection to Indian scholars alone, but we naturally shall go no further afield than is necessary; yet it must be distinctly understood that we shall rigourously insist upon certain essential qualifications. Eligible as professors will be none but men who have done distinguished research work in some department of the subjects entrusted to their care, and who are capable vitally to assist their students by guiding them to the most recent sources of information wherever available and suggesting to them new likely topics for original investigation. I frankly confess that if we should be so unfortunate as not to succeed in our effort to secure so much, the new scheme must be abandoned. Let us fully

realise that in initiating this great new experiment, we shall be observed and criticised; we shall have upon us the watchful eyes of the Government whom we expect to help us with funds, and the no less watchful eyes of the learned world which naturally will be sympathetic towards an important new movement professing to promote the interests of scholarship and research, but whose attitude I am sure will be critical no less than benevolent. Here as everywhere the first steps are the most difficult and momentous, and whether further professorships should be founded in the future, will no doubt depend to a large extent on the nature of the work accomplished within the next few years by the two professors first appointed.

I can make a passing allusion only to the possible objection that the scheme of higher teaching outlined by me is premature. Some enthusiasts may be inclined to urge on this occasion also the so-called paramount claims of adequate provision for universal primary education before any increase of expenditure on higher education and research. To them would I only reply that if higher teaching has to wait for admittedly needful development until a fully satisfactory scheme of general primary education is established through the whole length and breadth of the land, the day for these higher developments will never come. The two

demands stand on entirely different planes, and history teaches very clearly that in all the great seats of culture and civilisation, learning, speculation and research of the highest type have developed and benefited the world, independently of any general system of primary education. Even from the narrow point of view of material prosperity, the active and liberal promotion of learning and research is at least as important as arrangements under which every tiller of the soil and every mechanic labourer may learn to sign his name and read a newspaper. Even less am I prepared to listen to the warning voice of those who often in the interest of secondary education declare that no higher developments of M.A. teaching will be profitable until the preparatory secondary schools have been placed on a perfect footing. Why—to mention a specially striking illustration—is the teaching of Indian History, in our schools, more particularly in the earlier periods, so lamentably defective and barren,—mainly because the so called teachers of history never themselves have had any proper training in the subject; no such teaching has anywhere been provided by Colleges and Universities. Instruction based on a few text-books given by teachers, who never enjoyed an opportunity of hearing and learning more than those text-books contained, has been the bane of our secondary schools.

Nor would I tolerate for a moment the assertion that our College students, even the best of them, are not yet ripe for higher teaching and research. Truly, this cannot be accepted as the result of more than half a century of B.A. and M.A. teaching. The fact rather is that our higher College Classes contain a number of young men willing and prepared to carry on studies into the highest spheres, if only they can count on guidance and opportunities. Even now the University every year receives theses and essays written with a view to Doctor's Degrees and Research Prizes and Scholarships which give ample evidence that ability, nay distinguished ability, is by no means rare among our advanced students. In the opinion of those appointed to judge the theses, what is evidently wanting is the advice and guidance of fully qualified special professors, and this stimulating factor it is more than the paramount duty of the University to supply.

Gentlemen, at the beginning of my speech I referred to a kind of crisis in the affairs of our University. We are all conscious, conscious not without deep regret, that this crisis is indeed not confined to the academic precincts. Great changes are accomplishing themselves which affect the life of our whole province. Bengal has been for more than a century the leading province of India ; Calcutta has been the Capital

in name no less than in fact, of a great empire ; and now these high distinctions are all at once passing away from us. Calcutta, Bengal, are discrowned and cannot help feeling desolate. The gloom of grievous bereavement lies heavy on our minds ; we feel like men who have "fallen from their high estate." The changes which we somehow cannot help deploring, may indeed ultimately be fraught with good to the general, in fact we hope and trust that this will be so ; but this reflection on the good of the whole naturally is but cold comfort to that part which is called upon to pay the price. Our University—to return to what concerns us most nearly—loses the distinction it has enjoyed for so long a time as the University of the capital city of India. We only trust that the privilege to have our Gracious Viceroy as the Chancellor of our University will be preserved to us. But in any case he will no longer reside in our midst, and highly-prized opportunities of confiding to him direct our needs and wishes will be taken away from us. The University has in the past been indebted to its benevolent Chancellors for so much that we naturally view the possibility of severance, even the possibility of the weakening, of the customary bond, with distress and apprehension. In addition, as misfortune never comes single, it appears likely that before long the jurisdiction of the

University may be contracted very considerably ; and a large section of the members of the University apprehend that this may mean to us loss of prestige (and such loss is no light matter), loss of influence, loss of income and with it loss of power to do good work. It is an irony of fate that all this happens to us just at a moment when we held ourselves justified in looking back with some pride and satisfaction on the work accomplished in the immediate past. I think we shall not lay ourselves open to the charge of undue arrogance if we claim that no other Indian University has laboured more strenuously and perseveringly, with greater good will and keener insight, than ours has done, to bring about all those urgent and weighty reforms in University life and administration, the need of which was emphasized in the Indian Universities Act and the Regulations founded thereon. That our labours have borne good fruit already and that a more abundant harvest may confidently be expected from them in the future, no fair-minded observer of our activities will deny. There is thus good reason to lament, nay to accuse untoward Fate, when so much well-meant and well-spent effort is all at once requited by heavy loss, by what has been interpreted as undeserved humiliation by members of the University as also by a large section of our friends and well-wishers.

UNIVERSITY OF CALCUTTA.

But far be it from me to maintain that this feeling of sorrow is to be our ultimate feeling in the present circumstances. Far be it from me to allow that the note of these concluding remarks of mine should be one of unavailing regret. No, my friends—Fellows of the University, Graduates, Undergraduates,—I call upon you all to meet the new situation in quite a different spirit, with clear eyes and hearts undismayed. Let us remember, to speak with the Greek hero in Tennyson, that “though much is taken, much abides.” There are precious things, indeed, which nothing can take away from us. Calcutta may cease to figure as the Capital of India; our University may in future be in name a provincial institution. But no political or administrative change, no new distribution and allotment of rank and designation and artificial spheres of influence, can deprive us of the proud consciousness that in the great intellectual and social revolution which at present is transforming and we trust regenerating India, Bengal has ever been one of the foremost leaders, *the* foremost leader I make bold to say. No section of the Indian population has striven more earnestly and enthusiastically to assimilate and make their own all the blessings of modern culture, science, and enlightenment; none have shown themselves more ready and apt to qualify as worthy citizens of a truly modern and progressive

commonwealth ; and the leader and main agent in this upward movement has ever been the University of Calcutta. We have honestly striven to maintain high standards and ideals ; we have never been slow to acknowledge new duties and to satisfy new demands springing from the needs of advancing time. Nor have these earnest endeavours been without their share of reward ; the name of our University stands high, our Degrees are esteemed and coveted on all sides. The seat of Imperial Government may be moved away from us ; districts and provinces may slip away from our outward grasp. But after all, again to speak with Ulysses, "that which we are, we are." Nor do I wish these somewhat proudly sounding words to be understood as implying anything like undue self-congratulation on the present condition of the University. The greater part of my address to-day has, in fact, been devoted to the task of impressing on your minds the urgent need and explaining the details of a great effort to be made towards the advance of higher teaching ; this need appears to me so very pressing, and as far as I can judge, so imperfectly understood as yet in many quarters, that I felt bound to emphasise it beyond all other needs. But there are many other wants that cry out to be satisfied. A University is a great living organism ; allow me to compare it to a mighty forest tree. The most conspicuous and

impressive manifestation of the life of the tree, no doubt, is its steady growth upwards, the building up, higher and higher of a mighty dome or crown of dense foliage, unfolding its glory under the beneficent rays of the sun and the caresses of the breeze. But, all the time, vital operations, no less wonderful and necessary, although less noticed by the eye, are steadily in progress through the entire mighty organism: the unseen roots expand and toughen and pierce deeper and deeper, the stem clothes itself with ever succeeding layers of strong woody fibre; each branch becomes more solid and sends forth new twigs and shoots. All these functions and operations have their counterpart in the organism of a University; but what Nature does for the tree without thought and effort, we on our part have to effect and provide by careful forethought and toilsome labour. The crown of our tree is teaching of the highest kind and research; our roots and stem and solid branches are our Schools and Colleges; and who would disown the manifold tasks and problems which the future of our Schools and Colleges suggest. Let me just allude to two only—the question of the further development of the residential system and the problem so often raised and so often set aside again, of some definite movement for the moral and religious training of our youth. These and similar questions, indeed, call for intensified, for

redoubled activity. Let us then concentrate our thoughts on the various great tasks before us and draw from the idea of duties and calls upon us, the strength required to overcome the regrets to which the past and the present may give rise. The past and the present are not, indeed relevant and significant in the deepest sense ; truly relevant is the Future alone—that state of things which we are called upon to create by setting before us ideals and striving to realise them. The true realities, as a great philosopher has said, are not the things such as they are, but the things as they ought to be. In spite of seemingly adverse circumstances, it still lies with us not only to maintain the high position of our University, but even to raise it to a higher plane, to bring it nearer to that University which is the ideal, and, therefore, the truly real one. Whatever the present and the past may be and have been, the future belongs to him who wisely plans and resolutely acts. Our great King Emperor has told us that Hope is henceforth to be the watch-word of India. We joyfully accept this watch-word. But let us keep in mind that hope is unavailing unless it succeeds in inspiring and stimulating resolve and action. Our task is clear—we have to render perfect in every detail and largely to extend in one particular direction the activity of our University, so as to heighten its usefulness and maintain its pre-eminence.

To effect this, let us dismiss all self-seeking and petty jealousies and mutual distrust; let us combine in well considered action and be prepared to make whatever sacrifices may be required; all this is possible to those that are animated by sincere good will. Let us only be true to ourselves, and there will be no danger of our University forfeiting a claim which it has acquired by noble work in the past—the claim to be designated “Prima in Indis”

The 16th March, 1912

The Right Hon'ble Baron Hardinge of Penshurst,
P.C., G.C.B., G.C.M.G., G.C.V.O.,
G.M.S.I., G.M.I.E.

Chancellor

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

Of all the positions which it falls to a Viceroy to fill, there is none that I value more highly than the Chancellorship of the Calcutta University, and that because as Chancellor I come into direct relation with the rising generation on whose sound education the future of India so greatly depends. I am glad by my presence here this afternoon to show the interest which I take in your progress, and to have this opportunity of addressing a few words to the graduates and students assembled in this hall. It is all the more a satisfaction to me to be present here to-day in view of the possibility that circumstances may prevent me from being present next year at a similar Convocation. I am anxious moreover to declare to you all that, although separated by space and distance, I shall so long as I remain in this country, proudly value the post that I hold of Chancellor of this University, and that it will be to me a source of pride that I am able to maintain a close

connection with the intellectual side of Calcutta. I need hardly say that it will be my constant aim and endeavour to watch over and to assist the intellectual development of this great University and the moral and material welfare of its students. Whatever may be the political changes of the present or of the future, I have absolute confidence in the power of this University to hold its own and to led the way in the development of higher education to a much higher plane than exists at present either in this or any other University in India

I should like also to take this opportunity of conveying to the Vice-Chancellor of this University the warm congratulations of us all on the high honour that has been bestowed upon him recently by our King-Emperor, together with an expression of our earnest hope that he may long be spared to enjoy his well-earned and well-merited honour

Since we met at last Convocation, we have lost some good friends and supporters. I may mention, in particular, the retirement of Mr. Hugh Melville Percival and Mr. Lamb and the lamented death of Mr. John Arthur Cunningham. It will not be easy to fill the place vacated by Mr Percival. For more than 31 years he was a Professor in the Presidency College, giving of his best in knowledge and care to successive generations of students, while as a syndic and

member of various Boards of Studies, he rendered service of exceptional value, and brought to bear a judgment which was never swayed by any other than academic considerations. Mr. Lamb, Principal of the Scottish Churches College, worked assiduously for the University as a member of the Syndicate and of various Boards of Studies. He was keenly interested in the moral and intellectual welfare of his student, who valued his sympathy in their difficulties. The early death of Mr Cunningham has deprived us of a brilliant and enthusiastic worker, whose ideals and sympathy for Indian students early won him respect and affection in many quarters. And there are others too whose loss the University has to mourn, or who have left India never to return. Their places know them no more, but their influence and example live after them, and inspire those who follow in their footsteps to carry on the great work which they in their time, and according to their opportunity, helped forward.

Were I asked, Gentlemen, in what direction the currents of opinion and activity in our Universities are setting at the present time, I should reply unhesitatingly that they are converging on the fuller realisation of the idea of teaching and residential Universities. In saying this I would not wish to imply in any way failure on the part of this University in its task

of coping with the provision of adequate facilities for the entire body of students under its jurisdiction, but with Sir Asutosh Mookerjee, I would say that both the teaching in the colleges and the residential arrangements are capable of very great development and improvement, specially upon the lines which he has indicated in the very interesting and instructive speech to which we have just listened. We are not blind to the good work which the existing Universities have done in their day; we are justly proud of their achievements. But we cannot be insensible to the change that has come through the atmosphere. Distance has been reduced by improved communications centres of population have grown up pulsing and throbbing with new aspiration, some appearances to the contrary notwithstanding, the old dividing barriers are breaking down. We feel the need for greater union and closer co-operation. We want to develop an identity and a character of our own. The modern Universities of Europe have well been described as the nurseries and workshops of intellectual life. We want all that this description implies in India at the present time.

The Universities Act of 1904 has prepared the way. That measure was keenly debated at the time, but few thoughtful people are insensible to its beneficent character now. It imposed as an obligation the systematic inspection of

colleges, and it facilitated the creation of University professors and lecturers for the cultivation of higher studies. Indirectly also, it foreshadowed the beginnings of a residential system. It is difficult to exaggerate the importance of inspection. By maintaining continuity of standard on the one hand and disclosing the needs of the colleges on the other, it draws together the University and the colleges and invigorates them both. The future historian of India will assuredly ascribe to the Universities Act a strong dynamic and vitalising influence on our system of higher education.

Under the able and effective guidance of our Vice-Chancellor, Sir Asutosh Mookerjee, whose re-appointment has, I know, given wide-spread satisfaction and on whose expert assistance we shall rely in the forthcoming revision of the Regulations,—under his guidance the Calcutta University has made considerable progress in the directions indicated by the Act. For inspection we have a whole-time salaried officer, and we have been able to associate with him professors of different colleges, to whom we owe a great debt of gratitude for the invaluable services which they have rendered without remuneration and often at much personal inconvenience. There has been marked improvement, specially in the teaching of science, thanks largely to the liberal grants made by the Government of India to the

University and to colleges. The colleges are, however, still deficient in accommodation, equipment, apparatus and libraries. All these are deserving and important objects on which expenditure must increase in the near future if we are to maintain a rising standard of education. The proper housing of the students has also received consideration. This is a matter in which I am personally much interested. I have lately made public reference to the subject and I need not repeat here my observations. Last year the Government of India made liberal grants for this object, and this year also further liberal provision has been made. The cost of land is a serious difficulty in Calcutta, but some progress has already been achieved. Again the University has commenced to teach, although at present on a modest scale.

In the University Law College which the Senate determined to establish in 1908, and which was opened in June, 1909, we have a teaching faculty of law. The college has now a whole-time principal and a staff of 22 professors. The Vice-Chancellor himself presides at Moot-Courts. The college will shortly be located in the new University buildings which we owe to the munificence of the Maharaja of Darbhanga. Here the students will have access to a fine law library, and the University library will be housed in the same building. I think that we have

every reason to congratulate ourselves on the striking success which the University Law College has achieved hitherto. Then we have the Minto Professor of Economics, who is a whole-time University Professor. We have also maintained lecturers on Comparative Philology, Sanskrit, Pali, English and Mathematics for the benefit of M. A. students. In other branches, such as History, Philosophy and Economics, we have been assisted in our efforts by distinguished professors of affiliated colleges, who, in addition to their regular work, have voluntarily undertaken to impart instruction to M.A. students. During the last four years also, the University has from time to time appointed Readers on special subjects to foster investigation of important branches of learning amongst our advanced students. One of these readers, Mr Sen, has embodied his lectures on the history of Bengali language and literature from the earliest times to the middle of the 19th century, in a volume of considerable merit, which he is about to supplement by another original contribution to the history of one of the most important vernaculars in this country. May I express the hope that this example will be followed elsewhere, and that critical schools may be established for the vernacular languages of India which have not as yet received the attention that they deserve. During the last year also, the University has

published the Readership lectures delivered by Professor Schuster and Dr. Walker, which have been acclaimed in Europe as works of great value and merit.

I cannot, however, regard the present facilities for higher studies as at all sufficient, when not a few students who wish to take the Degree of Master of Arts have to be turned away for want of accommodation. That our students are capable of higher work I have no doubt. I am informed that three Research Studentships on the Premchand foundation have recently been awarded for theses on Mathematics, Chemistry and Indian Antiquities, all of which were pronounced by the examiners to evince special merit. The awards which have been made of the Coates Memorial Prize and the Darbhanga Memorial Scholarship indicate that there are capable men, able and willing, in the Medical Faculty to carry on research work. In addition to this, the large number of essays submitted for the Griffith Memorial Prize makes it patent that many of our graduates are engaged in advanced study and research work. It is very important that we should turn out good M A 's in sufficient numbers. Otherwise it will be difficult to find capable lecturers for our colleges, or to provide adequately for research.

Impressed by these considerations, which are not peculiar to the Calcutta University, and

remembering the stirring words which His Imperial Majesty addressed to the members of our Senate, the Government of India have decided to make a solid advance in the direction of teaching and residential Universities. They have allotted a recurring grant of 3 lakhs a year, of which the Calcutta University will receive Rs 65,000 a year, for the appointment of University Professors and Lecturers in special subjects and for the encouragement in other ways of higher studies and research.

They have allotted non-recurring grants amounting to 16 lakhs of rupees, of which the Calcutta University will receive 4 lakhs, for the provision of University buildings, libraries and equipment. In addition a special grant of 10 lakhs of rupees has been reserved for hostel accommodation in Calcutta, which will be non-collegiate in character. Another sum of 10 lakhs of rupees has been allotted for the development of accommodation in Dacca and the buildings required for the new University in that place. I hope that the liberality of Government will be supplemented by private liberality, and that before many years have passed efficient teaching Universities will take the place of the examining and federal Universities which we have to-day. I also hope, as I have already said, that teaching and residential Universities may be multiplied throughout India, for I believe that they will do

great things for the improvement of higher education.

I trust that I have said enough to convince you how closely at heart the Government of India have the development of the Indian Universities on modern and sound lines. We have also drawn up a scheme for the creation of Oriental Research Institute at Delhi, which will, it is hoped, give new life to the critical study of Orientalia and train up a class of teachers who will carry to the highest point possible the study of Indian antiquities and the classical languages of India. At the same time, we are considering measures for the preservation and encouragement of the indigenous learning of the country. In time, I hope that it will be possible to develop very considerably the oriental faculties in Universities, but the opinion of the distinguished orientalists who came to Simla last year was almost unanimous that a commencement should be made, in the first instance, with a Central Research Institute, and this, indeed, is supported by experience in other countries.

In his address to Convocation last year the Vice-Chancellor impressed upon us the need for better preparation of our students in secondary English schools. This is a matter which has long engaged the attention of the Government of India. It is obvious that, if our students come up to college inadequately trained, an

undue burden is thrown upon the colleges, and progress is retarded at any rate for the first two years of the college course. Definite schemes of improvement are already under consideration and a recurring grant of six lakhs a year has been allotted from Imperial revenues for the improvement of education in aided secondary schools. I hope earnestly that funds may be hereafter available to push forward this most necessary reform.

When we have our higher studies provided for and our students better prepared in the schools, housed in comfort and decency and in sanitary surroundings, under conditions of discipline and with helpful guidance at hand, we may look forward to the future with some assurances and stout of heart

I sometimes notice in the press and on the platform statements indicative of impatience at the rate of progress or at the selection of the particular line of advance that has been chosen at any moment. I can only assure you that we have in view a policy which embraces every branch of education, technical education, primary education, female education, and which, as schemes mature and funds become available, we desire to carry through in consultation with Local Governments. I would ask you to be patient for a while. It is not possible to accomplish everything at once, but I think you will

agree that we have made a substantial beginning this year.

Before I conclude I am glad to be able to announce that Babu Anathnath Deb, a scion of a well-known family in Calcutta, has just given the University a sum of Rs. 30,000, the interest of which is to be devoted to a research prize in law and two gold medals for the best Bengali poem and the best Bengali essay written by lady graduates of the University. On behalf of the University I thank him, and I trust that others will follow his enlightened example.

It only remains for me to address a few words to those who have received their degrees to-day, amongst whom I am glad to notice no fewer than 30 ladies. Remember that your education does not end with a degree. Your education hitherto has only been preparatory for the larger and sterner education of life and contact with your fellow-men. It is my earnest desire that you may be useful and loyal citizens, leading prosperous and happy lives.

And to you students, who are working for your future degrees, I would say be assiduous in your studies, remembering always that it is not by brilliant flashes but by sustained effort that success in life is attained. Lead healthy vigorous lives, seeking after the best and highest ideals and eschewing all that is decadent and corrupt. Let the message of hope left by our

King-Emperor inspire you to make greater efforts in the future for your own intellectual, moral and physical improvement, never forgetting the debt of duty that you owe to your own country. In this way you will fit yourselves for the high responsibilities of citizenship, which is the corner-stone of the great edifice upon which this Empire is based.

My concluding words to you are—Be true to your God, true to your Emperor, true to your country and true to yourselves. Follow these precepts and have no fear for the future of your country or of yourselves.

The 25th January, 1913

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I.

Vice-Chancellor

YOUR EXCELLENCY,

Our University has, on more than one previous occasion, availed itself of the highly valued privilege of conferring Degrees Honoris Causa on persons distinguished in various walks of life, and the bead-roll of our Honorary Doctors is graced by more than one eminent name. But I must confess that it is with quite a special satisfaction that I, as the spokesman of the Senate, to-day request Your Excellency, as Rector of the University, to create three new Doctors Honoris Causa; for it appears to me that the triad of recipients proposed constitutes, if I may say so, a constellation of quite unusual brilliancy, shedding upon our University rays peculiarly auspicious and beneficent. I may be allowed to justify this impression of mine with a few remarks.

Hardly two years have elapsed since the time when we had the high privilege of admitting into the ranks of our Honorary Doctors, His Imperial and Royal Highness the Crown Prince of the German Empire and of Prussia.

We, at the time, rejoiced in the idea of honouring, to the best of our power, a Prince who represented to us a Royal House closely connected by ties of blood with the Royal House of Great Britain, and a friendly nation which stands in the foremost ranks of the great progressive nations of the world. But what gave a peculiar additional zest to our joy was the consciousness that in the country the Prince represented, the Universities and learned men have made inestimable contributions towards the knowledge of matters in which we naturally take the deepest interest—I mean the history and antiquities, the literature and languages, the philosophy and science of our own beloved Motherland. To-day, great good fortune enables us to give expression to our gratitude for what learned Germany has done for us, in an even more direct way; for we have the opportunity to associate with us, by a Degree *Honoris Causa*, Dr. Hermann Oldenberg, Professor of Sanskrit in the University of Gottingen.

The study of Sanskrit in Germany already has a history extending over a century, and it has passed through several successive stages, each of which has its distinctive character. In the early part of the last century, we meet with a group of men of the highest eminence, who acted as the pioneers of the new movement—among them the great twin brothers,

Friedrich and August Wilhelm Schlegel, and Francis Bopp, who on the basis of a sound knowledge of Sanskrit erected the imposing structure of Comparative Philology. Towards the middle of the century, the attention of German Scholars began to be attracted, in an ever-increasing degree, towards the oldest monument of Indian Literature and Religion, the sacred Vedas, and there came forward a brilliant band of scholars who, without neglecting Sanskrit Literature in general, yet made the investigation of the Vedas the main work of their lives, and thus laid the foundations for a true historical understanding of things Indian. These scholars, again, have been succeeded by what I may call the third generation of German Indianists, whose activity it is more difficult to characterise in concise terms, for the reason that it has rapidly extended itself over the whole field of Indian Research,—all periods of Indian History, all stages of Indian linguistic development, all phases of Indian religious belief, all branches of Indian Literature, Philosophy, and Science. Of this generation, Professor Hermann Oldenberg is, as the world knows, one of the most eminent representatives. His outlook on Indian things is wide, and his numerous works and papers connect themselves with many lines of Indian research; but there are two important departments—each, indeed, by itself

constituting a little world—in which he has, been most successfully and brilliantly active—Vedic Research and Research in the History and Doctrine of Buddhism.

In Vedic Research, Professor Oldenberg is one of the few who in the present generation have carried on the great German tradition. The task of the Vedic Investigator of the present day is, in several respects, a much more arduous, and, perhaps, a less grateful one than that of his predecessors, the great pioneers in that field. The days have gone by when discoveries in that field were somewhat easy, when the western scholar who for the first time studied and roughly understood a Vedic text was at once in a position to lay before the learned world masses of new, important and often startling facts. On the Vedic scholar of our time, there falls the duty to define more accurately and not infrequently to correct the outlines drawn by his predecessors with bold, perhaps, over-bold hand. Upon him is cast the burden of limiting sweeping generalisations, and, perhaps, reproving the premature enthusiasm of first discoverers, of tracing more hidden connections, of distinguishing finer shades and nuances of thought and phrase, of applying more delicate critical tests. Work of this kind demands great critical acumen and tact, great sobriety and fairness of judgment, infinite labour and industry, and, very often,

a good deal of self-abnegation To all these demands, Professor Oldenberg has responded in the fullest measure He has applied himself to his task, fully equipped with all that abundant new apparatus which is put at the disposal of the modern Vedic investigator by the enormous advances made in recent times by Comparative Philology and the Comparative Study of Religions and Mythologies as well as by the sciences of Anthropology and Ethnology He has evinced an indefatigable capacity for the study of details, but he has never lost sight of the great end at which all historical and philological research should aim—to throw light on the evolution of the human mind. Gifted and equipped in this way, he has given to the world works, dealing with Vedic exegesis and criticism and with Vedic Religion and Mythology, which we may designate as the ripest fruit of western critical and truly philosophical research in the field of Vedic Antiquities

Professor Oldenberg's works in the field of Buddhism are distinguished by the same characteristics and are even more widely known. In Buddhistic Research, Germany cannot, indeed, claim the same unique position as it holds in Vedic learning, but it may be said with confidence that none of the living authorities on Buddhism is superior to Dr Oldenberg. His well-known book on the Life and Teaching of Buddha

presents a wonderful combination of historic and critical spirit, of sympathetic insight into past phases of doctrine and belief, and, in addition, of high literary art. This latter gift is the one among Professor Oldenberg's many gifts which cannot fail to strike even the less learned outsider, and, thanks to it, an interest in the great evolution and the momentous peripeties of Indian thought has been roused in unexpectedly wide circles. In conferring on Professor Oldenberg the Degree of Doctor of Literature, we are pleased to think that the designation, in a faint way, does justice both to the substance of his researches and to the art and grace of his literary style.

In Dr Andrew Russell Forsyth, we welcome one of the most eminent living representatives of that splendid succession of Mathematicians, who have made the name of Cambridge justly renowned throughout the length and breadth of the civilised world. With Cambridge and its great teachers, India, indeed, may claim to be connected by specially close ties; for, there is no other European University to which the students of this country have resorted in larger numbers, and, even here, the names of the great Cambridge Mathematicians and Physicists are household words, as it were, amongst all cultured persons interested in the progress of higher education and the spread of scientific ideas amongst

our people. It is superfluous to appraise in minute detail the scientific work of a mathematician, who was for many years a brilliant occupant of the Sadlerian Chair of Pure Mathematics in the University of Cambridge and fully sustained the tradition created by his illustrious predecessor, Arthur Cayley, one of the greatest mathematical geniuses of the nineteenth century. Dr Forsyth had quite early laid the foundation for his future fame by his remarkable treatise on Differential Equations which, on its first appearance, was publicly hailed by James Joseph Sylvester, one of the acutest mathematicians of the last century, as the best written mathematical book extant in the English language,—a judgment by no means too partial and fully confirmed by the significant fact that, in its German and Italian versions, it is recognised as the leading text-book on the subject throughout the Continent. The other work of his, which is equally a universal favourite, is the truly monumental treatise on the Theory of Functions of a Complex Variable, which revealed for the first time to the English-speaking mathematical world the subtle charms of the advances made by the greatest mathematical intellects of the age in the fruitful domain of modern analysis. The first quarter of the nineteenth century had witnessed the establishment of the Theory of Functions on a secure foundation by the

publication of the great memoir on Integrals taken between imaginary limits by Augustine Cauchy. The second half of the century had witnessed the great impetus given to enquiry in the new field thus annexed, by the fascinating method developed by Riemann in his epoch-making memoirs on the Theory of Functions of a Complex Variable and the Theory of the Abelian Functions. An essentially distinct point of departure was subsequently discovered and elaborated by Weierstrass, with the consequence that in the closing years of the last century, there lay open before the mathematical student a remarkable new field of investigation in the highest branches of analysis. To co-ordinate and marshall these theories, and to illuminate each by the others, was reserved for Dr Forsyth, whose work on the Theory of Functions exhibits great creativeness of thought and has naturally become the starting point for fresh investigations. His work on the Theory of Differential Equations embodies original investigation of the highest order and is responsible for a newly awakened interest in one of the most captivating departments of higher Mathematics. It may truly be said without exaggeration that this extensive work has helped to remove essential difficulties and has rendered substantial progress possible in paths of knowledge that will be trodden by investigators in days yet to come. Then, again,

his illuminating lectures on the Differential Geometry of Curves and Surfaces, recently published, furnish ample material calculated to stimulate the eager and ambitious student in the pursuit of knowledge in an attractive and ever-widening field of mathematical investigation. Finally, the series of brilliant lectures on the Theory of Functions of two or more Complex Variables, which Dr. Forsyth has just commenced to deliver at this University, will enable us to penetrate into unexplored territory, rich with possibilities of boundless investigation and speculation. If it were possible to characterise completely in concise terms work so varied and so abstruse, I should lay stress not merely on his wonderful mastery of mathematical analysis but also his intuitive insight into the true geometrical significance of the most complicated mathematical processes. It will be readily understood, I presume, why I do not enter into further details. Higher Mathematics unfortunately is a sealed book to most people, and hence any further attempt on my part to render the exceptional merits of Dr. Forsyth's work clear to the present audience, would probably not be crowned with success. The comparative brevity of my remarks, indeed, is an indirect homage to the extraordinary profundity of his researches. The universal regard in which his work is held in every centre of mathematical

learning is indicated to some extent by the circumstance that the Honorary Degree of Doctor of Science has been conferred upon him by the Universities of Oxford, Dublin, Manchester and Liverpool, the Honorary Degree of Doctor of Laws by the Universities of Glasgow and Aberdeen, and the Honorary Degree of Doctor of Mathematics by the University of Christiania. I keenly regret that to him who is adorned by so many Honorary Degrees, our University is not able to offer a new denomination of Degree; we can do no more than ask him to permit us to raise the index of his Degree of Doctor of Science by a simple unit.

There now remains the third recommendation in the line of Honorary Degrees made by the Senate. I request Your Excellency to confer the Degree of Doctor of Law *Honoris Causa* on Sir Taraknath Palit, who, to our infinite regret and disappointment, is unable, by reason of the infirmities of age, to attend here this afternoon and receive our enthusiastic ovation. We, no doubt, have every reason to congratulate ourselves on the opportunity afforded to us to do honour, as far as lies in our power, to men so highly distinguished in the fields of learning and research as Dr. Forsyth and Dr. Oldenberg. But it is not the first time that eminent scholars and investigators have joined the ranks of our Honorary Doctors. On the other hand, the

circumstances under which an Honorary Degree is now recommended for Sir Taraknath Palit are absolutely unique in the history of our University. He stands before us in a double character,—in the first place, as an eminent and learned lawyer, and, in the second place, as a benefactor of our University on a scale hitherto unparalleled. He challenges our admiration and awakens our desire to do him honour on both these grounds. But like every body else in this world, we University people are rather inclined to be selfish, and I think I may safely say that on the present occasion it is Sir Taraknath Palit the great benefactor and not so much Sir Taraknath Palit the eminent lawyer who is foremost in our thoughts. To the benefactor we cannot indeed be grateful enough. That learning and research may grow and flourish, no doubt, has for its very first condition that men of eminent intellectual qualifications should be forthcoming in sufficient numbers, willing to devote their lives to the acquisition and promotion of knowledge. But a second factor, equally, if not more important, is requisite. In this sublunary sphere, a material basis is required for all intellectual and even spiritual efforts, which the scholar and investigator are not, as a rule, in a position to provide for themselves; they, in fact, in all ages and in every clime, have had to look for and depend upon

external support and patronage. In olden days, it was rulers and princes mainly, who gave the requisite help, and the intimate relation, then prevalent between learning and religion, enabled certain members of the community—such as the monks in medieval Europe and the Brahmans at all times in India—to devote to the pursuit of knowledge that leisure which they enjoyed as men invested with a sacred character. Under the altered conditions of modern life, the State has become the patron and promoter of learning and research. This, indeed, is one of the functions of the Government which is acknowledged as a matter of course in all the truly progressive countries of the modern world. That an institution such as a University should pay its own way, is an assertion which we sometimes hear made in this country, but which in any of the great progressive countries of the West would be received with blank astonishment. At the same time, it is realised in some degree everywhere that, in view of the more material, and, hence, in a way more urgent needs of nations which have to be met from public revenues, the burden of satisfying higher ideal wants should not be allowed to rest altogether on the shoulders of the State. This view, in certain Western countries, at any rate, has gained strength from the fact that under modern social and economic conditions, wealth is tending to amass itself in

the hands of individuals in enormous amounts—amounts so excessive, indeed, that they clamour as it were to be set free again and employed for the benefit of the community. Accordingly, we constantly hear of large endowments for public purposes made in Europe as well as in America by wealthy individuals, and among these endowments, many specially devoted to the encouragement of Research. We here in India naturally look for assistance to Government in the first place; without help from that quarter we should be in an evil plight indeed. Such help, I am glad to say, has not so far been denied to us; we are in receipt of liberal grants, and we confidently look forward to more liberal help in the near future. Nor has private munificence been altogether absent in the history of our University. We have possessed, since a long time, the endowment of Prasannakumar Tagore, which enables us to maintain what in a way amounts to a Professorship of Law, and the foundation of the Premchand Roychand Studentships has stimulated and encouraged research on the part of our students. But these endowments were made more than forty years ago, and, no contribution of equal importance has been made to our funds from private sources in recent years with the exception of the handsome gift of Guruprasanna Ghosh which is applied to train our students in Western science in a foreign

country, and the splendid donation of the Maharaja of Darbhanga which has enabled us to erect a fine Library Building. At the same time, our requirements at the present moment are many and urgent, for we have high aims and far-reaching aspirations. The time manifestly is ripe for display of private munificence on an extensive scale, and to our great good fortune, there is amongst us, at any rate, one man who fully understands the signs of the time. At the termination of a long and laborious professional career, and at a time of life when the responsibilities of a man are apt to press themselves on him with quite a peculiar force, Mr. Taraknath Palit—Sir Taraknath Palit as to our joy we are now able to call him—has taken counsel with himself and arrived at the conclusion that the very considerable wealth which had come to him as the legitimate reward of long-continued strenuous work, could not be put to any better use than the promotion of scientific knowledge and research in the University with which he is himself connected by early ties. Once this conclusion had been reached, he decided to give us, with a more than princely liberality, not a fraction or part only of his wealth—he has freely given us the whole. We cannot be sufficiently grateful to him for assistance so highly opportune and generous. We just now are endeavouring to create Teaching

Faculties; we clearly recognise our needs and think we understand what steps have to be taken to meet them; our only difficulty, the gravity of which cannot indeed be exaggerated, is the want of adequate funds. Now this magnificent gift of Sir Taraknath Palit at once enables us to create two further University Chairs—one for Chemistry, the other for Physical Science—and if we add to this the Chair for Higher Mathematics for which Government have consented to provide funds and which we have been allowed to associate with the name of our beloved Chancellor, Lord Hardinge, we have at any rate the beginnings—beginnings more than rudimentary—of a true Faculty of Science. This beginning, indeed, requires to be followed up, and the succeeding steps may be harder to take than the first one. But we shall not lose courage, and the splendid initiative taken by Sir Taraknath Palit inspires us with the confidence that the spirit which prompts men to make great sacrifices for noble causes is not dead amongst us and that our wealthy men do not altogether fail to recognise what paramount claims to unstinted assistance learning and research have in any progressive community.

I have said enough, I think, to make it abundantly clear in what sense I remarked at the outset that the present occasion is more than usually auspicious; and I trust I may now be

permitted to conclude with the utterance of a fervent double wish. May it be given to our University, in course of years yet unborn, to train under its auspices scholars and investigators worthy to have their names associated with those of Dr. Forsyth or Dr. Oldenberg ; and may many a one among the great and rich people of our Province come to the conclusion that the noble and far-sighted munificence of Sir Tarak-nath Palit calls not only for admiration and applause but also for emulation !

The 15th March, 1913.

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

My first words on this occasion must be expressive of the profound regret of all members of the University at the unavoidable absence of His Excellency the Chancellor. During the last twenty-five years, successive Annual Convocations, except in one solitary instance, have been regularly held under the presidency of our Chancellor; and we have been so accustomed to his presence at these ceremonial functions, that even under ordinary circumstances, we would miss him with the keenest and the most widespread disappointment. On the present occasion, however, the special reason for his absence serves immensely to intensify our grief. We all know that he would have been in our midst to encourage us by his kindly words, but for the dastardly outrage on his person,—a crime justly denounced as unsurpassed for its atrocity, which deeply stirred the minds of all ranks and sections of the Indian People, and evoked the indignation and abhorrence of men, women and children of all creeds and classes. What more striking and gratifying proof is needed of the genuine

personal interest His Excellency takes in our work, than the fact that even when prostrated by physical suffering, he expressed a strong desire to be in our midst, and he has been compelled with much reluctance and regret to abandon the idea, only upon the emphatic advice of his medical attendants. I will read to you the sympathetic message I have just received from him.

“VICE-CHANCELLOR,

I deeply regret that my recent injuries forbid my presence as your Chancellor at to-day's Convocation, which it had been my earnest hope to attend, though I know that my place will be most happily filled by His Excellency Lord Carmichael. I wish all success to the Convocation, and it is my heart-felt prayer that the grants which my Government have been able to provide for the pursuit of higher studies and for other needs may further the work of the University. I rejoice to think that in pursuance of the wishes expressed by His Imperial Majesty the King-Emperor, it has been found possible to make a liberal provision this year also of some three and three-fourth crores of rupees for various kinds of educational institutions. I confidently hope that the Calcutta University will be conspicuous in inculcating an education moulded on broad and useful lines and in

furthering the advancement of true learning. To the young men who take their Degrees to-day, I tender my warm congratulations; the future of India is bound up with their own future; so let them go forth with ideals and high courage, and may happiness attend their future.

VICEROY."

Let us express our deepest gratitude to a wise and beneficent Providence that His Excellency has been so mercifully spared to us, and let us fervently hope that we may long continue to enjoy the high privilege and inestimable advantage of his guidance and advice.

During the last twelve months, the record of our academic work shows unabated progress. I deem myself particularly fortunate that, on this occasion, I am not called upon to deplore the death of any of our active workers, though we have been deprived, by retirement, of the services of two of our valued members, Dr. Phillot who was a tower of strength to us in the cause of the promotion of Arabic and Persian learning, and Mr. Justice Caspersz who took an unfailing interest in the reform of legal studies in this University. A well-deserved tribute, however, is due to the memory of three of our Honorary Fellows, who have recently passed away, full of years and honours, Mr. Umeschandra

Dutt, a scion of a gifted family and an unassuming scholar of varied literary culture, readily assisted, during many years, our Boards of Studies with his extensive and accurate knowledge of the Classical and Modern languages of Europe. Rai Kshetranath Chatterjee, Bahadur, had made his mark as an able and experienced Engineer, and his advice was eagerly sought and highly esteemed by the members of the Faculty to which he belonged. Rev. A. Paton Begg, one of our most careful and conscientious teachers and examiners, rendered valuable service as Principal of the London Missionary Society's Institution and ably sustained its reputation as a thoroughly efficient place of instruction. The names and services of these distinguished men, who worked strenuously for our advance in days now long past, will not be readily forgotten by generations to come, and their bright example will serve to stimulate the activity of many a toiler in the same field.

During the last year, our endeavours to develop the University as a Teaching Institution have been successful beyond the expectation of our most enthusiastic friends. Since we last met in Convocation, five new Chairs have been created, two by the Government of India, two by the munificence of a private individual and one by the University itself. Of the first two, established with the aid of funds supplied by the

Government of India, one we have been graciously permitted by His Majesty the King-Emperor to associate with his revered name. The occupant of this Chair will devote himself to the advancement of philosophical knowledge, and, the first Professor nominated is one of the most erudite graduates of this University, Dr. Brajendranath Sil. The next Professorship, for which also the funds have been supplied by the Government of India, we have been permitted to associate with the name of our beloved Chancellor, and, a distinguished Frenchman, Dr. Frechet, Professor in the University of Poitiers, has been chosen as the first Hardinge Professor of Higher Mathematics in the University. The third Chair, which has been founded by the University, will be devoted to the fascinating subject of Ancient Indian History and Culture, and, we are peculiarly fortunate in that we have been able to secure the services of Dr. George Thibaut who stands in the foremost rank of scholars distinguished for strikingly original work in the field of Sanskritic studies. The fourth and fifth Chairs we have been able to establish by the princely munificence of Sir Taraknath Palit whose name will be handed down to posterity as the greatest benefactor of an Indian University. One of these Chairs will be devoted to Chemistry and the other to Physical Science ; but no appointments have

yet been made, as the problem of the establishment of a University Laboratory, which is now engrossing our attention, must first be satisfactorily solved. The three Professors already appointed will shortly enter upon the discharge of their duties ; but, meanwhile, we have been particularly fortunate in that we were able to secure as Readers two scholars of world-wide reputation. The last twelve months also have witnessed a marked and rapid development of Post-graduate teaching, which, it is confidently expected by all true friends of higher education in this country, will have the most far-reaching and beneficial results. We have now arranged for systematic courses of lectures for M.A. students in English, Sanskrit, Pali, Persian, Arabic, Comparative Philology, Philosophy, History, Economics and Pure Mathematics. It is a matter for the sincerest congratulation that we have an enthusiastic body of students, genuinely anxious to avail themselves of the facilities afforded by the institution of these lectures ; our classes are full ; indeed, in some subjects we have as many as a hundred students ; and there are ample indications already that next session there will be a large accession to the strength of these Post-graduate classes. I desire emphatically to repudiate the suggestion that the institution of these lectures implies undesirable competition

between the University and its best affiliated Colleges. We fully recognise the excellent work hitherto accomplished by some of our strongest Institutions in the way of Post-graduate teaching, and we are justly proud of their achievements which have served to enhance our reputation. At the same time, we cannot fail to realise that there is a wide-spread demand for Post-graduate teaching, which cannot be adequately met by any affiliated institution, however strongly staffed and well-equipped it may be, which has also to bear the heavy burden of under-graduate teaching of a large body of students. The development of Post-graduate teaching must consequently continue to engage our earnest attention for years to come, and, if the scheme, under proper guidance and control, succeeds, as every well-wisher of the University trusts it will, we shall have justified our existence as an Institution whose proud motto is the Advancement of Learning, and, we shall also have effectively solved the question of an adequate supply of well-educated teachers, lecturers and professors for the numerous schools and colleges within our jurisdiction. The last twelve months have also witnessed the completion of the splendid building, which we owe primarily to the munificence of the Maharaja of Darbhanga ; but before the lapse of the year, we have made the unwelcome discovery that

the new building is inadequate for our rapidly expanding needs ; though we have been able to find accommodation for our growing Library, for our office with its increasing records, for our M. A. Classes, and for the University Law College with its extensive Library, the need for additional accommodation is already keenly felt. During the last twelve months, also, the University has made rapid progress towards the erection of a hostel for the students of the University Law College, and we hope to have one hundred and fifty students in residence on the premises at the commencement of the next session. It is a matter of the deepest regret, however, that visible progress has not yet been effected in the erection of hostels for the other colleges in the city, and to all interested in the welfare of our students, it is still a matter of grave concern that they continue in many instances to live under very unfavourable conditions. I have no desire to minimise the practical difficulties in the way of the realisation of our ideal, but I do consider it a matter of vital importance that the obligations of the State in this respect should not be under-estimated. It would be a lamentable mistake to suppose that the foundation of new centres of intellectual activity was likely, in the near future, to reduce materially the pressure on the great colleges of Calcutta and would on that

account justify a less favourable treatment in their case. On the other hand, it is undeniable that vigorous and sustained effort must be made for the solution of the question of residence of the students of this great city. We thus see on all sides unmistakable signs of fresh life and activity. The number of the students who seek admission to our colleges has steadily increased, and, in fact, has strained to the utmost the capacity of the best and strongest of our institutions. The number of candidates at all our examinations has steadily grown. Our advanced students have exhibited a highly commendable desire to proceed to the highest degrees and have eagerly competed for the most valuable prizes awarded on the results of original research. The signs of development are evident on all sides ; in the Faculties of Arts and Law, we have made ourselves directly responsible for the instruction of 1800 Post-graduate students ; the University has thus loyally and steadily endeavoured to advance the sacred cause entrusted to its care. But, notwithstanding the most vigorous efforts on the part of all concerned in the performance of this great and difficult task, doubts have been felt and sometimes expressed whether we are on the right path at all.

In the course of the last year, questions have been addressed to me more than once as to

what was the 'policy' of the Calcutta University. The questioners, in some cases, were persons evidently animated by sympathy for our University and genuinely desirous to be informed as to the meaning and drift of the various measures taken by us ; in other cases, the enquiry appeared to me—unless my ear was rather too sensitive—to have a kind of sarcastic subtone ; and in other cases, again, the antagonistic feeling that prompted it could not be mistaken. However this may be, the question so directly asked is entirely fair and unobjectionable. Our friends are entitled to be enlightened as to the motives and purposes of the steps which they may not fully understand ; and it is desirable that our enemies—if, indeed, there be any such persons—should be given no opportunity to misinterpret and misrepresent our doings. I, therefore, gladly avail myself of the present opportunity to give to the members and friends of our University here assembled a brief exposition of the meaning and aims of our activity.

To question the University or the Chairman of its Syndicate as to their policy, is really to do them an honour which they do not deserve. None can have a policy of their own, unless they be agents whose activity is largely unrestricted, and thus depends on their own choice and judgment. Very few individuals or corporations

enjoy the privilege of shaping policies of their own. In the enormous majority of cases, action is very strictly limited and defined by Law, Custom, Precedent and Regulation. The agent has to move on lines which he has not laid down for himself, but which have been prescribed to him by higher authority. To those who come to me with enquiries as to the policy of the University, I am consequently accustomed to give in the first instance a reply of an exceedingly simple and bald character—so simple, indeed, that the questioner sometimes appears to be completely taken aback by it. I tell him, ‘kindly take the trouble to open the first part of the University Calendar and peruse with some attention the Indian Universities Act of 1904 and the University Regulations.’ The truth is that the great public and national interests which are committed to the care of the Indian Universities are precisely defined and carefully safeguarded by statutes and rules framed in accordance with them. None of the existing Universities is in a position to have a policy of its own. It can really do no more than endeavour to carry out what is implied in the University Regulations. In the performance of this task, an individual University may no doubt give proof of more or less insight, evince more or less promptitude and energy, show itself more or less resourceful. Regulations naturally admit of some latitude of interpretation, and the agent who

is called upon to act on them, will inevitably become responsible for much detail. But, as things stand, no Senate or Syndicate of an Indian University has any opportunity to be strikingly original and brilliant in its ideas and operations. The outlines and more than the outlines of its work are for the time being fixed unalterably.

The policy of the University of Calcutta, ever since the introduction of the new Regulations framed in agreement with the Indian Universities Act, has been to comply as far as feasible with the demands which the Regulations formulate. In the performance of this duty, we, perhaps, have not shown ourselves particularly clever and resourceful, and the result may not have come up to our own or the world's expectations. but I feel convinced that no body, who scrutinizes, without bias or prejudice, the measures taken by us, will venture to deny that they have been prompted throughout by a loyal and dutiful spirit. We have striven to the best of our capacity to carry out a policy laid down for us by the highest authorities. Time and, I am afraid, the patience of my audience also, would fail me, were I to attempt to prove this assertion by a minute analysis of the operations of the University during the last seven years; a few very general indications must consequently suffice.

The first duty, which devolved on the University under the new order of things, was to

overhaul the entire existing system of University education, and its preliminary stage, secondary education. To that end, it undertook, in the first place, no less a task than a searching enquiry into the condition of all the schools, seven hundred in number, in Bengal Proper, Western and Eastern, Behar, Orissa, Assam and Burma, which are recognised by the University, that is, enjoy the privilege, a highly prized privilege, to present candidates at the Matriculation Examination. With the friendly co-operation of the departments of Public Instruction, the University had each school submitted to a careful and detailed inspection, bearing on all essential points of school organisation, management and discipline. On each inspection, a full report was drawn up by the Inspector and carefully considered by the Syndicate, who then proceeded to pass orders on it, pointing out in detail what improvements and reforms the school concerned was expected to make in order to retain the privilege of recognition. Human life essentially is toil and trouble, and as a rule it is not worth while to dwell on past exertions; but, I think, we may recall, with quite a special satisfaction and pride, the enormous labour spent upon this extensive enquiry, all the more so, as persons closely in touch with the schools and competent to speak with authority from personal knowledge, are unanimous in their testimony as to the

evident excellent results of our work. Next to this, there came a great task of a more strictly academical nature, and presenting much greater intrinsic difficulties, namely, the task of revising the extent of affiliation enjoyed by the Colleges, nearly sixty in number, under the jurisdiction of the University and scattered all over the country within its territorial limits. This work was undertaken by an Officer of the University, of high standing and educational attainments, specially appointed for the purpose; with him there were associated in each instance one or more special Inspectors, selected with a view to the individual requirements of the case. The full and often highly interesting reports, drawn up by these Inspectors, give a vivid picture of the state of collegiate education under the University of Calcutta at the time when the Indian Universities Act came into operation. Each of these documents was minutely scrutinized by the Syndicate, and on this basis the question of the standard and extent of affiliation which the College would be allowed to retain, was determined. Many of those here assembled will no doubt remember the nature of those proceedings, into the details of which fortunately I need not enter on the present occasion; it may suffice to say that practically the Syndicate had to fight a kind of battle with each College, a battle often long-protracted and affording to the

authorities of the College, splendid opportunities for the display of obstinate valour. When, as I am glad to state generally happened, the Syndicate had gained a complete victory or at any rate secured a satisfactory compromise, there remained another task, which often taxed our strength and skill to the very utmost—the task of convincing the Government that the recommendations we finally made as to the extent of affiliation were really in full accord with the qualifications and legitimate claims of each Institution. Here, again, I gladly drop details ; I only refer briefly to the result of all that toil and strife. There is not a College in our jurisdiction which has not since 1907 been moved to take extensive measures towards its general improvement—on all sides, teaching staffs have been strengthened, libraries have been replenished, laboratories have been erected or newly equipped. In more than one case, an Institution has undergone a veritable re-birth. I do not overlook the fundamental fact that whatever improvements and reforms the University may urge and accomplish, a genuine increase of efficiency in a College ultimately depends entirely on the energy and good will of the authorities, the Governing Body and the staff : the University can do no more than superintend, control, admonish, urge, possibly even threaten. But on those lines, we claim

to have done as much as is possible, and we are still engaged in the fulfilment of our task : there is not one of our weekly Syndicate meetings at which we do not deal, often at great length, with demands for extension of affiliation of Colleges and with ever so many reports on the condition of schools. I complete this rapid and necessarily highly incomplete sketch of such of our labours as may be termed reformatory or corrective, with just a reference to one more extremely onerous task which we, in obedience to the new Regulations, have taken upon ourselves, namely, the disposal of all those endless cases in which students, who for some reason or other have fallen short of the prescribed attendance at lectures, and yet claim to be admitted to University Examinations. This special task implies a very heavy addition to the work of the Syndicate, but we carry it on steadily, knowing that thereby we powerfully check irregularities and strengthen the hands of Principals in their effort to maintain order and discipline. I may add, in conclusion of this part of my remarks, one word as to the reforms we have made in the teaching of law in this province. In no other department, has there been a change equally conspicuous and fundamental. Our present arrangements are not exactly ideal. I, for my part, foresee great possibilities of future developments in this field

of our activities. But I feel sure that every one acquainted with our law teaching as it was five years ago and as it is now, will admit that a fairly ordered world has risen out of chaos.

The University work reviewed so far does not involve any essentially new departure: it may generally be characterised as reform of previously existing arrangements. Of quite a different kind are those measures of ours on which I now intend to dwell briefly.

I have often wondered that the principles laid down as to the functions of the University in the Indian Universities Act of 1904 have met with such scant recognition, I do not mean that most genuine form of recognition only, which expresses itself in practical measures, but also appreciation of a purely theoretical type. The Indian Universities Act was the outcome of an extensive and searching enquiry into the higher educational needs of the country, and that enquiry itself had been due to the fact that the existence of such needs was felt widely and deeply. Even now, after the lapse of nine years, one may without hesitation affirm that the principles embodied in the Indian Universities Act very accurately represented the ideas held at that time by a considerable body of thoughtful men in this country as to what the Universities should do to meet those needs. While the original Act of Incorporation of this University

had proclaimed that the University was established for the purpose of ascertaining by means of examinations, and of rewarding by the bestowal of Degrees, the persons who had acquired proficiency in different branches of Literature, Science and Arts, the Indian Universities Act of 1904 declares that the University shall be and shall be deemed to have been incorporated for the purpose of making provision for the instruction of students, with power to appoint University Professors and Lecturers and to erect and maintain University Libraries, Laboratories and Museums. There can be no doubt, however, that the framers of the Act of Incorporation of 1857 also intended the University to be an instrument towards the promotion of knowledge and learning, and regarded examinations and Degrees as a part of the machinery only ; but, all the same, there is a world of difference between the points of view adopted by the two statutes respectively. The Act of Incorporation defines the University as a knowledge-testing and knowledge-rewarding Institution. The Indian Universities Act defines it as an agency meant to provide for the teaching of students, and, generally to promote study and research. The Act of Incorporation does not expressly refer to the question, by what means students are to become proficient in Arts and Sciences, although no doubt its framers tacitly

presupposed the existence of teaching Colleges approved by the University. The Indian Universities Act, on the other hand, in the first place explicitly deals with affiliated Colleges, which are thus recognised as teaching agencies under the University ; but, in the second place, most unmistakably emphasises the obligation of the University to impart instruction on its own account through its Lecturers and Professors. The statute does not state directly on what principles the work of teaching should be divided between the University and its affiliated Colleges ; but there can be no doubt that the Colleges are meant to be entrusted with teaching up to a certain stage, while all that lies beyond, all teaching of the most advanced type and all direct efforts to encourage learning and research, are allotted to the University itself. I consider it advisable to recall these details to your minds ; for, there is good reason to suspect that a great deal of the opposition, active or passive, with which the operations of our University have met in recent years, is traceable to the fact that the essential features of the New University Policy as laid down in the Indian Universities Act of 1904 were curiously enough forgotten as soon as announced. The fact is that whatever steps other than those of a purely corrective character our University has

taken in the course of the last seven years, have been singly and slowly determined by the desire to carry out, as far as we could, the policy so clearly and unambiguously formulated in the Indian Universities Act. I will not enquire what other Universities have done in this direction, but for Calcutta I may claim with confidence that it has at any rate grasped the principles of the new policy and taken some steps to carry them out in practice. We have, in the first place, framed Regulations bearing on the appointment of University Lecturers, Readers and Professors. We have, in the second place, taking a wide survey of the existing conditions of higher teaching, proceeded to introduce as many actual improvements and to make as many actual advances as our limited means permitted. The special conditions prevailing at Calcutta immediately suggested a plan which probably could not be carried out in any other Indian University. We have here a number of first grade Colleges, with many highly qualified teachers, but there are among them two only, where the staffs are strong enough to undertake Post-graduate work in some branches at least in addition to the under-graduate teaching. But each one of all these Colleges has at least some Professors whose attainments qualify them to take part in M.A. work; and the idea, therefore, occurred to us to combine all those teachers in groups, strong

enough to undertake each of them M.A. teaching in a particular subject. This was done, and in addition we took the further important step to strengthen those groups of teachers by associating with them special University Lecturers, not attached to any College but lecturing to University students only and receiving remuneration from University funds. This combined plan has so far been eminently successful. The lectures are attended by a body of more than five hundred students, many of whom would have been inevitably excluded from all M.A. instruction if we had to rely on the Colleges alone. Our scheme of Post-graduate teaching, however, is still in its beginnings and may no doubt be more thoroughly organised and effectively strengthened if additional funds were provided for the purpose.

With regard to special teaching of the most advanced type, we have since 1908 appointed a number of University Readers who have delivered courses of lectures in special subjects. Eight of these special courses have been actually delivered; four have been published and the others are in course of publication. Among these readers, there have been men of the highest eminence; I need mention only the two last ones, whose services we were able to secure in the course of the present session—Dr. Forsyth who laid before his audience entirely novel results

obtained by himself in an extremely difficult though interesting department of Pure Mathematics, and Dr. Oldenberg who gave a masterly sketch of the method employed and results obtained by European scholars in the domain of old Indian grammatical and mythological research. The stimulating effect of the presence and the teaching of such eminent men cannot be questioned, and we trust that the institution of Readers will in future be more widely developed. On the other hand, we are aware that it would be of even greater value to have, at our University, teachers of the highest type, either practically permanent, or, at any rate, engaged for a number of years, so that continuity of teaching and influence might be secured. This is the reason why we are anxious to be placed in a position to appoint University Professors who may stay with us for lengthened periods, deliver lectures on a systematic plan, and remain in continuous contact with the best students in each department. The need of a body of such men—numerous enough to cover, as it were, not, indeed, the whole ground of higher learning and research, but a considerable section of it, for the cultivation of which our University is already prepared—is obvious; but—I hardly indeed remind you of the financial difficulty! All the same, our efforts in this direction have been in a measure successful, and a hopeful

beginning has been made, even within the last twelve months. This is an outline of what we so far have been able to accomplish in the line of higher true University teaching. Our policy herein has been the policy of the Indian Universities Act of 1904; that will continue to be our policy. we do not, at present at any rate, feel the need of a better policy. What we do feel we grievously need, is Funds, and again Funds; but we are not without hope that they will come to us in due season.

I trust I have said enough to indicate the general lines on which, if circumstances are not adverse, we intend to move in the near future. We should be entitled to speak of a Teaching University on a modest scale, at any rate, if we were to possess a body of University Professors composed of at least one representative for each of all those branches of study which are contemplated in our present M.A. courses—I do not mean, only those courses which are actually taught, but all those for which theoretical provision is made in our Regulations. There are, indeed, branches of higher knowledge each of which would require two representatives at least, as for instance, Mathematics and History. Our requirements in this respect have to some extent been already definitely formulated. As soon as our University Chairs are increased in number, and they become fairly representative of different

branches of learning, the University Professors should be appointed to form the future Teaching Faculties of the University. These Faculties might be constituted by teachers only, with the Professors as Members Ex-officio, invested possibly with the right to add to their numbers, in proportion which can hardly be defined at present, by co-optation from the ranks of the University Lecturers. Each Faculty—there would, in all probability, be two or at most three only for a long time to come—would determine the courses of Post-graduate study in the various branches within its cognizance. The highest teaching in each branch would be undertaken by the special Professor, who would at the same time direct and superintend the work of the University Lecturers in his department. If this can be realised, our University may, within a measurable time, possess groups of higher teachers whose position and functions would be in a fair degree at any rate analogous to those of the teachers in the famous Universities of the West. I naturally refrain from further details or from forecasts as to the ultimate possible development of the modest organisation I contemplate; it will be wise, if for the present we confine ourselves to plans of work which appear to be actually attainable within a not too distant future.

There is one special point in connection with the University Professorships on which I claim

your indulgence to dwell for a moment, and, thus to emphasise what I said last year on the subject. Some patriotic friends have told me very distinctly that these Professorships should as a matter of course all go to Indian scholars. My answer was and ever will be that these Professorships should as a matter of course go to the best qualified men whom we may be able to engage on the terms that it is in our power to offer. The principle of nationality is to be deprecated altogether in matters of higher learning and research, and we here in India are truly not yet in a position to be more exclusive, chauvinistic in this respect than the great nations of the West. Even Germany, so rich in native talent, freely engages the services of learned men from other countries wherever the true interests of scholarship and research seem to demand it. Had I time, I could quote strings of instances to prove my assertion; I confine myself to one that happened to come to my knowledge the other day. Two new Chairs were recently established in German Universities for the Comparative Study of Religion; both these Professorships were entrusted to distinguished Scandinavians. I also claim to be a patriotic Indian, and I look forward to the time when, in the natural course of events, the appointment of a non-Indian Professor will be the exception rather than the rule. But we should simply

retard the advent of that day if, instead of initially securing for our University the most qualified men available, whatever their nationality may be, we were to look upon each newly founded Chair as an opportunity to provide for one more Indian.

I have a suspicion that some of those critics and enquirers who appear to doubt whether the Calcutta University has a policy at all, possibly find fault, not so much with our general ideas and aims and the schemes devised by us to carry them out, as with the character of our mode of procedure. I have, in fact, heard it asserted that however good our intentions may be, our methods sadly lack consistency and continuity : we are in substance charged with acting or at any rate appearing to act rather at random. The proper plan, these our advisers suggest, would be to work out first a complete scheme of University extension, as consistent and as logical as possible, and then to carry it out methodically, observing due sequence and order, and thus making it quite easy to any observer to follow and approve our proceedings. To such friendly advisers or critics, I can only reply that those responsible for the development of the University are not altogether unaware of what our procedure may leave to desire in point of regularity and consecutiveness. The fact is that we are not permitted to work under ideal conditions. Such

conditions can no doubt be easily imagined. Let us conceive that some powerful magician were all at once to appear on the scene and address us somewhat as follows. "I know, my friends, that it is your great wish to establish a true model teaching residential University in or near Calcutta. Allow me to help you. Here I present you with an extensive plot of ground, well-watered and laid out in beautiful gardens and shady groves. Observe, scattered all over the place those manifold groups of palatial buildings, fitted to serve as residences of Princes and of the Rulers of the Land. All these I freely place at your disposal for the use of your Professors, Tutors and Students. Do not moreover be troubled about expenses. You have access to a gold mine from which you may draw half a million pounds a year, without apprehension that the source of supply will be exhausted. You will find in the treasury ten million pounds for initial expenses. Take possession of it all and prosper."—Let such an offer be made, and I promise you that we shall at once set to work vigorously, and methodically build up a perfect University; but alas, such pleasant things do not happen, at least not at Calcutta. We are compelled to make the best of what we have—limited means, unfavourable surroundings, unsuitable buildings, intermittent opportunities. I will not complain, for, on the whole, we have

so far not been unfortunate. But, how, under the actual circumstances, I ask, should we have managed to proceed, otherwise than in fits and starts and in a kind of possibly fantastic zigzag line? For a building to house our University Library and the University Law College, we were indebted to the fortunate circumstance that six years ago our distinguished Honorary Fellow, the Maharaja of Darbhanga, conceived the noble idea that he would apply a portion of his immense wealth to the substantial aid of the University of Calcutta, and, it was a still more fortunate accident that the University of Patna at that time did not exist even in the imaginations of people. That we have a University Chair of Economics is due to the recognition by Lord Minto of the special importance of the study of that science for India. Our present beloved Viceroy, Lord Hardinge, was moved, in an auspicious moment, to listen to an application for the foundation of Chairs of Mathematics and Philosophy. It was, again, a lucky accident, as far as we men can judge, that Sir Tarak Nath Palit, not many months ago, determined to devote his entire fortune to the promotion of scientific research in our University; and finally, our students recently had the benefit of a course of stimulating lectures by Professor Oldenberg, because it so happened that this distinguished savant conceived the plan of a visit

to India in the course of the last cold season. We are truly thankful for all these unexpected gifts, and, fervently hope that the long chapter of lucky accidents is not yet closed. But, I trust, it is evident, why, living and working under such conditions, we do not advance on entirely scientific lines. All we can promise to do is to make good and speedy use of every opportunity to carry somewhat higher the stately building which we are engaged in rearing, even at the risk that the pile may continue, perhaps for a long time, to look odd and unsymmetrical. We cannot afford to stop and wait, until our means be sufficient to enable us to construct at once an entire new wing or a complete higher storey. Any new chamber, any new annexe, which we may be able to afford, will be welcome and find its immediate use. Here also our policy is not chosen by us, it is determined for us by factors even more powerful than University Regulations, I mean, fixed antecedents and given conditions of existence and work.

I feel bound to touch upon another point before I conclude this Address. The critics whom so far I have endeavoured to satisfy, do not mean, if I understand them rightly, to oppose all progressive action on the part of the University—they admit the need for changes and developments, possibly even of a startling nature,

but find fault with us on the ground that our plans are difficult to understand or are lacking in method. But there is another section of critics also, men who seem to look with disfavour upon all change, at least on all important change. We have often heard it asserted, in the course of the last year, that, after all there is no urgent reason to strike out new lines in our activity, that Calcutta has done very well under the old system, and might with advantage be left to continue under it, and, that, in any case, no further step should be taken without previous, long and cautious deliberation ; what they say, in substance, amounts to this, "Let things well alone." Re-actionary critics of this type I would meet with two weighty considerations I am not, in the first place, prepared in any way to admit that those higher developments of University life and work towards which we are striving, are not really needed or not urgently required. Reflect on the general intellectual situation of the country. We, no doubt, at the present time possess a fairly strong class of highly educated and truly cultured men. Our Universities have produced many generations of graduates, and all of them are, to some extent, acquainted with literature of the highest type, and, are in general touch with modern thought bearing on some at least of the great departments of human life and activity. Considerable numbers of our

graduates have entered the learned professions and have acquitted themselves with credit, while not a few amongst them have risen to great eminence and are fully worthy to take rank even with the best of those sons of Great Britain whose life and work are devoted to the service of India. But something more is imperatively needed. India, we cannot conceal the fact from ourselves, contributes hardly anything at the present moment towards the progress and extension of knowledge in this respect, it does not rank even with the smallest of the civilised countries of the West. Our Colleges and Universities, doubtless, help to preserve and impart knowledge and learning, but they do exceedingly little to augment and extend it. It is true we still possess our ancient indigenous learning: of this we are justly proud and we are determined to foster and encourage it; but this learning has long since ceased to be progressive even within its own limited sphere. I do not wish to strengthen the claims of knowledge and learning of the modern progressive type by an appeal to practical considerations, though we fully realise that if Indians are to take a prominent part in the industrial and economical development of their country, they have to apply themselves to the study of physical and natural sciences with much greater energy and earnestness than they have hitherto displayed. I prefer to take my

stand on the conviction, deep rooted in my mind, that India with her great intellectual traditions, India which in old times was one of the chosen seats of wisdom and learning, is expected, nay, is bound to come to the front rank again and take her due place among those nations which are justly regarded as the leaders in the evolution of Humanity in modern times. This great task, a task which once clearly recognised cannot possibly be declined, devolves plainly in the very first place on our Universities. The time has manifestly come for a further great effort. Nor is there any valid reason to listen to timid counsellors dwelling on the need for caution and deliberation. The laws and conditions of progress are, by no means, identical in the different departments of human life and endeavour. He would be rash, indeed, who would insist on legal enactments to force on great social changes sure to affect the conditions of life of an entire community; equally rash is he who advocates the sudden re-ordering of the administrative system of the country on an entirely novel basis. Who would care, without the utmost urgency, to run counter to long established social custom and opinion or, even, to firmly rooted social prejudices, or to convulse a nation by an uncalled for redistribution of political rights and powers. But I venture to claim that things lie altogether different in the

sphere of that intellectual and educational advance with which we are concerned. What dangers, I ask, could there possibly be involved even in the most rapid and sudden higher development of our Universities? Modern western knowledge, with all its potentially revolutionary and unsettling tendencies, has been with us now for more than half a century; and the action of higher developments would, almost to a certainty, be not incentive but restrictive and corrective. Apart from the grave financial difficulty, what serious objections could there be raised against the sudden simultaneous creation of twenty or even fifty University Chairs? It will not seriously be asserted that our students are not capable of higher things; on the contrary, there is a great deal of ability of high order, there is much eagerness and ambition, there is true intellectual curiosity. In this University, at any rate, the M.A. Classes are literally crowded; why, then, apart again from the question of funds, should our young men be denied privileges and opportunities regularly enjoyed by their contemporaries in every civilised country in the West? It truly does not appear desirable that, in all futurity, every young Indian who has higher intellectual aspirations, should be compelled, at the expense of much money and great risk and inconvenience, to resort to Oxford or Cambridge,

where after all he may be denied access to a College, or to stray even further, possibly to a Continental or American University

But, and this is my second point, we here at Calcutta truly realise that the time for academical discussions as to the scope of the task before our Universities and the fitness of our students for higher teaching is really past and gone. The question, whether or not we shall move on in the old groove for another quarter or half a century, is not a matter for practical consideration; one of the alternatives is no longer thinkable. The signs of the time are not, indeed, difficult to read. When, ten years ago, the Universities Commission was engaged on an elaborate enquiry into the educational condition and needs of India, there was much excited feeling, and people talked about the great crisis that had arisen in the life of our Universities. But, at the present moment, I feel very vividly, and I have no doubt that many of you will feel with me, that the crisis of 1903 was nothing compared to the crisis which now hangs over the head of all the Indian Universities, and, more particularly of the University of Calcutta. At that time, Calcutta, like all other Institutions of the same rank, was called upon to remedy obvious defects in its organisation and working, and, in certain, no doubt, very essential points, to extend its aims and functions; but nothing

then appeared to threaten the proud position it had held for so long a time, in the front rank, if not at the head of all Indian Universities. Since that time, extraordinary changes, unexpected and impossible to anticipate, have taken place in the intellectual, or, let us say, in the educational atmosphere. In more than one quarter, it has all at once been discovered that the existing Universities cannot be usefully called upon to effect reforms and enter on higher functions, that these Institutions are really quite incapable of fruitful development, and, hence, should at the utmost be allowed to move on, on the old lines; while, for all higher purposes, entirely new Universities are to be called into life. The call is, on one side, for National Universities, on another side, for true teaching and residential Universities. The existing Institutions are openly or tacitly condemned as non-national, non-teaching, non-residential, and are evidently considered so hopelessly inefficient that any attempt to raise them to a higher status would be labour wasted. I do not feel called upon to analyse and criticise all these novel schemes, much less to examine the policy which underlies them. I refer to them only as conveying to us here at Calcutta an emphatic warning that we must forthwith reconsider our entire position and be prepared to take needful action. Neither the members of

the Indian Universities Commission of 1902 nor the framers of the Indian Universities Act of 1904, nor, in fact, the wisest among people interested in education at that time, saw very far into the future. They were all unaware that an entirely new spirit was abroad, and, that the old Universities which were called upon to mend their ways, would, before long, be imperiously summoned to justify their very existence, notwithstanding the fact that the new statute distinctly aimed at their reconstruction and re-organisation as teaching and residential Institutions. But, at the present moment, there would be no excuse for our failure to recognise the situation; the dangers that threaten us have assumed a very definite shape. Calcutta, indeed, has all along bestirred itself and taken timely action; reforms have been effected; ideals have been formulated, and, in many instances, realised in practice; we are, therefore, not altogether unready to hold our own. But it is evident that we have to be much more vigilant and energetic in the immediate future than we have been in the past. It is now little more than a year that the City of Calcutta lost the proud privilege it had enjoyed for more than a century, as the Capital of the great Indian Empire, as the residence of the Supreme Representative of our Gracious King-Emperor. We, the members of the Calcutta University, then were at one with

all the people of this City and of this Province in regretting our great common loss, and I ventured, in the course of my address last year, to give to that feeling some restrained expression. But, beyond that, we had no desire to go, for we are conscious that a corporation whose special function it is to look after higher education and the promotion of learning, has no call to pass judgment on measures prompted by considerations of high administrative and political expediency. Quite different is the question which concerns and agitates our minds to-day. We, the members of the University of Calcutta, have, indeed, no intention whatever to oppose ourselves to the foundation of new centres of high education and learning, either outside or inside our Province, we recognise that the needs of the country in that direction are constantly expanding and that new means may be required to satisfy them, and we are fully prepared to meet fair competition. But we ardently expect and emphatically demand that rival Institutions should not, by artificial means, be enabled to snatch from us in a brief moment a position to which we have risen by the steady work and sustained effort of half a century. Calcutta may, after all, confidently expect that its past services to the cause of education and knowledge should meet with ready recognition—not that idle recognition which confines itself to a hollow

vote of thanks and a polite assurance of esteem, but that only genuine form which expresses itself in active help and sympathy, enabling the recipient to advance his work and realise the aspirations he cherishes.

The pressing circumstances of the time have moved me to dwell to-day principally on higher developments of University work, for it is essential that we should quite clearly appreciate for what further aims beyond the sphere of our present activity we mean to prepare ourselves. But I do not under-estimate the importance, I may say, the supreme importance of that part of our teaching University which is actual, I mean our affiliated Colleges. They will ever be, as they always have been in the past, the Institutions on whose strength and efficiency the ultimate success of the University as a whole will depend. It would be idle to ask for the most advanced special teaching and the encouragement of research, if our Colleges did not provide numbers of young men well grounded and trained in habits of industry and regularity. We have, I am glad to say, no reason to be dissatisfied with the condition of our affiliated Colleges, though I feel they still require to be substantially aided and developed. I discern on all sides evident proof of growing consciousness of obligations and responsibilities and of strenuous work guaranteeing progress and

prosperity. May this propitious spirit prevail and grow—this is my hope and fervent wish. May the authorities of our Colleges ever strive to render their management and teaching more efficient and more truly fruitful, and, above all, may they never lose sight of the great truth that all intellectual advance is fundamentally dangerous, unless it is accompanied by a corresponding strengthening of the moral fibre. May every effort be made to strengthen among our students the bonds of order and discipline, to nourish and develop in their minds the feelings of reverence for that Power which is above us all, of respect for established authority, law and good custom. May our students prove by the cultivation of habits of diligence, regularity, obedience and good manners that they are fully worthy, not only from the intellectual but also from the moral point of view, of all the best measures that can be taken to promote and safeguard their welfare and to make them truly useful members of the community. A University cannot stand by itself, it is in constant need of help and sympathy. We feel this with quite a special force at the present moment. But we are of good cheer, for we are supported by the glad confidence that as long as we shall continue to deserve them, help and sympathy will ever be extended to us from friends all over the country no less than from patrons in high places.

TO

His Excellency the Right Hon'ble Charles Baron
Hardinge of Penshurst, P.C., G.C.B., G.M.S.I.,
G.C.M.G., G.M.I.E. G.C.V.O., I.S.O., M.A.,

Viceroy and Governor-General of India

AND

Chancellor of the Calcutta University.

MAY IT PLEASE YOUR EXCELLENCY,

In availing ourselves of the privilege, graciously accorded to us, of approaching Your Excellency with an address of welcome, we—the Members of the Senate of the University of Calcutta—feel urged before everything to give expression to the deep heart-felt satisfaction which we experience in once again seeing before us our beloved Viceroy restored to full health and strength. We are unwilling to refer to the disastrous things that have happened since Your Excellency last presided at a Convocation of ours. let not the dark shadow of what now is past and overcome intrude upon the bright present! But we think it right and proper to give on our part some brief expression to feelings which connect themselves with those sad occurrences. We feel devoutly grateful to a benign Providence which has preserved to us a life of inestimable value and has mercifully saved India from what might have become an indelible stain on her fame. And our hearts are filled

with the deepest admiration of that wonderful strength of mind which during a long period of severe suffering never failed Your Excellency, of that high magnanimity which prompted you, in the midst of great anguish of body and mind, to declare that nothing would ever shake your firm resolve to devote all your powers to the furtherance of India's welfare. These are imperishable memories, indeed, and associated with them there will for ever dwell in India's mind the image of your noble consort supporting you in darkest moments with such heroic fortitude, such incomparable self-control. The spectacle of a great calamity being borne and conquered in so grand a spirit not only endears the sufferers to the people's hearts, it also tends powerfully to strengthen their confidence and pride in their rulers, and thus serves to draw closer the bonds of a reasoned loyalty.

But we owe a more special welcome to Your Excellency as the Chancellor of this University. We remember with sincere gratitude the help which we so far have received from Your Excellency, and we cherish the confident hope that such help will not fail us in the future. Our University continues to be in the throes of a deep and far-reaching transformation—a transformation moving on lines explicitly indicated by the Indian Universities Act, and moreover unmistakably and forcibly suggested by the actual needs of Calcutta

and Bengal in the sphere of higher post-graduate teaching. We need not state details with which Your Excellency is fully acquainted ; all the progress made so far would indeed have been impossible had we not enjoyed the good fortune of working under a Chancellor so keenly aware of the demands of the time and animated by so sincere a sympathy with the intellectual aspirations of the people. A beginning has been made under the most favourable auspices, but the main part of the work remains to be accomplished and to that end the constant co-operation of Government will be absolutely indispensable. We here have in view, not only financial assistance, though this is no doubt the most urgent and patent want of the moment, but also that co-operation which depends on the free going out of sympathy and the full hearted approval of aims and ideals. Co-operation of this kind is needed not only for the direct furtherance of our undertaking, but also to impress on the community at large the importance of the work in which we are engaged and the confidence that it will be steadily continued and carried on to ever higher issues. The aims of the present University movement are strictly academical: we desire to promote among our countrymen higher intellectual culture and the love and pursuit of learning and research. But at the same time we are fully

UNIVERSITY OF CALCUTTA.

aware that any advance in knowledge cannot fail to have wide-reaching effects extending far beyond the sphere of the pure intellect, and we trust that the new University for which we are working will, under wise and cautious guidance, prove powerfully instrumental towards the general moral, social, and economic progress of the people of Bengal, perhaps the whole of India. It is the consciousness of the mighty interests involved, of our high aims and correspondingly high responsibilities, which urges, nay compels us, to claim the assistance—assistance in the fullest sense of the term—of our Chancellor and the Government of India. The foundations have been laid under Your Excellency's auspices, and it is our fervent wish that before the time will come when you may have to bid us farewell, the new structure may have risen to a stately height, standing before the world as a recognised centre of high intellectual activity.

We beg to subscribe ourselves

Your Excellency's

Most loyal and humble servants,

(Sd) Carmichael, *Rector*

„ Asutosh Mookerjee, *Vice-Chancellor*,

„ P Bruhl, *Registrar*

„ L Jenkins

„ G A Calcutta

„ F. W. Duke.

- (Sd) P. C. Lyon
 „ Syid Shamsul Huda
 „ W W Hoinell.
 „ Rameshwar Singh
 „ Manindrachunder Nandi
 „ T Palit
 „ Krishnakamal Bhattacharyya
 „ Sauindramohan Tagore
 „ P K Ray
 „ Sarajul Islam
 „ Pyaimohan Mookerjee
 „ I C Bose
 „ Saradacharan Mitra
 „ Bramhamohan Mallik
 „ A F M Abdul Rahman
 „ Haraprasad Sastri
 „ Shaikh Mahmud Gilani
 „ J. C. Bose
 „ Ganeshchunder Chunder
 „ Ashrafuddin Ahmad
 „ Syamacharan Ganguli
 „ Jogenchunder Ghose
 „ Ramcharan Mittel
 „ Narendralal Dev
 „ J. S. Zemin.
 „ Sushandra Chaudhuri
 „ Nrisinhachandria Mookerjee
 „ Abdul Karim
 „ S P. Sarbadhikari.
 „ Rai Jatinchandra Chaudhuri.
 „ Dwarkanath Chakrabarti.
 „ J. C. Dutt.
 „ Jyotiprasad Sarbadhikari.

(Sd)	Gooroo Dass Banerjee
„	Rashbehary Ghose
„	Golapchandra Sarkar
„	Ahmad.
	Mahendranath Ray
„	Kailaschunder Bose
„	Nihatan Sincar
„	Herambachandria Maitra
„	Ramendrasundar Trivedi.
„	Debaprasad Saibadhikari
„	Bhupendranath Basu
„	Adharchandria Mookerjee
„	Chunilal Basu
„	B Heaton.
„	G F A Harris
„	Kedarnath Das.
„	Upendranath Brahmachari
„	E Denison Ross
„	Madhusudan Das
„	Brajendranath Sil
„	H R. James
„	C Russell.
„	Bhagabati Sahav
„	P Mookerji
„	J N. Das Gupta
„	S C Mahalanabis
„	Rajendrachandria Sastri
„	Lalmohan Doss.
„	Krishnachandra Banerjee.
„	P C Roy
„	Satischandra Vidyabhushan.
„	L. Rogers
„	G. Thibaut

- (Sd) F. P. Maynard.
 „ Jnanchandra Ghosh.
 „ R. N Mookerjee
 „ Kumudinkanta Banerjee
 „ D N Mallik.
 „ Girindranath Mookerjee
 „ S C. Bagchi
 „ G H B Kenrick
 „ W A. J. Archbold
 „ Ramavataia Sarma
 „ Dineschandra Sen
 „ Ishimohan Chatterjee
 „ Janakinath Bhattacharyya.
 „ Phanindialal Gangooly
 „ J T Calvert
 „ F H Robertson
 „ Annadaprasad Sarker
 „ E. R. Watson
 „ W B. MacCabe
 „ C R M Green
 „ J R Banerjee
 „ Birajmohan Majumdar
 „ Baidyanath Narayan Singh
 „ Kalipada Basu
 „ Evan E Biss
 „ Kamaluddin Ahmad
 „ B K Finimore
 „ J R Barrow
 „ Bidhubhushan Goswami
 „ W Owston Smith.
 „ Sayid Nawab Ali Chaudhuri
 „ W. G. Brockway.
 „ F. W. Sudmersen.

- (Sd) R G Milburn.
„ J N Mitter
„ B H. Deane.
„ H Holmwood
„ Jamimbhushan Roy.
„ J G Cumming.
„ F X Crohan, S.J.
„ D Hooper
„ Satischandra Ray.
„ Hiralal Haldar.
„ J Watt
„ G Howells.

The 26th December, 1913

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I.

Vice-Chancellor

YOUR EXCELLENCIES, LADIES AND GENTLEMEN,

The highly prized privilege, which the University enjoys, to confer Honorary Degrees on persons distinguished by their eminent position and attainments, has been exercised sparingly in the past on special occasions, like the visit of His Imperial Majesty the King-Emperor, or the celebration of the Jubilee of our foundation, or when we felt called upon to recognise the just claims of illustrious scholars and investigators, or of our benefactors, conspicuous for their services to the cause of Advancement of Learning. On the present auspicious occasion, when we are in the happy position to accord a cordial welcome to our beloved Chancellor, we have also in our midst quite a number of eminent scholars who have been closely associated with us in the promotion of those purposes of study and research, for which the University has been founded and is generously maintained by a beneficent Government; and it is plainly befitting that we should avail ourselves of this opportunity to inscribe their names on the roll of our Honorary Graduates. I trust I may rely upon

your indulgence, while I briefly remind you of the varied activities of the seven votaries of the goddess of learning, whom we have selected for special honour in this instance.

Dr. Paul Vinogradoff stands in the foremost rank of investigators in historical jurisprudence, and his career as a devoted promoter of learning and education has been of an almost romantic character. Whilst still a comparatively young man, he found himself in the position of a Professor in the University of Moscow, where he directed his energies to the task of the spread and development of education in Russia. He was the founder of the Moscow Pedagogical Society and was the Chairman of the Committee of Education, but his very zeal for the promotion of education brought him into conflict with the authorities. He eventually came to England which has since been his land of adoption; here he resumed his interrupted studies in English Social and Legal History, to which he felt attracted, as he has himself told us, by those remarkable features of English life which have always strongly appealed to the interest of all foreign observers and profoundly impressed them, namely, the rule of law and the manly spirit of freedom. In 1903, Dr. Vinogradoff was appointed Corpus Professor of Jurisprudence in the University of Oxford, a Chair already rendered famous by the achievements of

his predecessors Sir Henry Sumner Maine and Sir Frederick Pollock. It is interesting to note that three successive occupants of the Corpus Chair of Jurisprudence should be closely associated with the work of this University, Sir Henry Maine as one of the most illustrious of our Vice-Chancellors, Sir Frederick Pollock as a Tagore Professor of Law, and Dr Vinogradoff as a University Reader on the fascinating subject of Kinship in Early Law. Dr. Vinogradoff has been a prolific writer, and all his works, whether they deal with the history and development of Anglo-Saxon Law, the growth of the Manor, the rise of Feudalism, the history of Villainage, the true position of Roman Law in Mediaeval Europe or the real characteristics of Serfdom and Socage in social economy, are characterised by an extraordinary combination of legal, philosophical and historical learning. It may be confidently maintained that no modern writer has surpassed Dr. Vinogradoff in the vivid realisation of the continuity of culture and in the application of the comparative method to illuminate many a dark corner in the domain of historical jurisprudence. His eminence as an investigator has been recognised by learned men all over the civilised world, wherever the value of Comparative Jurisprudence is appreciated, as is amply evidenced by the manner in which he

has been honoured by the Academies of St. Petersburg, Berlin, Copenhagen, Christiana and London, and when we confer on him the Honorary Degree of Doctor in the Faculty of Law, we only follow closely in the footsteps of Cambridge, Oxford, Liverpool, Berlin and Harvard.

Dr. Hermann Jacobi is one of the leading European Sanskritists of the present generation and has for many years past filled with distinction the Chair of Sanskrit in the University of Bonn. His researches in the domain of Oriental learning have been of the most diverse character, indeed, there is hardly any branch of Sanskritic Studies which has not been illuminated by his investigations, remarkable for their acuteness and solidity. He is equally at home in Sanskrit Literature, Sanskrit Metrics and Sanskrit Poetics, in the various branches of Indian Philosophy, the Nyaya, the Vaisesika, the Bauddha and the Jaina Doctrines, in the field of Indian Astronomy and Indian Chronology, as also in the domains of Prakrit Languages and Modern Indian Vernaculars. If one was asked to characterise him by a single description, we might call him the most erudite scholar amongst Western Sanskritists, who is deeply versed in the Sastras and has most appreciatively entered into their spirit. His publications are exceedingly numerous and

include not only critical editions of important texts of Sanskrit and Jaina works with English, French and German versions and elucidations, but also historical and philosophical disquisitions, amongst which the most remarkable are those on the Epics of Kalidasa, on Bharavi and Magha, on the Ramayana and on the Mahabharata. Dr. Jacobi, in recognition of his achievements as a scholar, has been raised by the Prussian Government to the rank of a Privy Councillor. He has already commenced the delivery of his promised course of lectures on the history and development of Indian Alankara upon which he is acknowledged as the greatest living authority amongst Western scholars, as is amply evidenced by his versions and studies of the Dhvanyaloka and the Alankara Sarvasva, and his discourses have, as might have been anticipated, created great interest amongst our advanced students

Dr. Sylvain Lévi who, to his deep regret and our keen disappointment, is unable to be present at this function, is one of the most distinguished of the present generation of French Orientalists, and as Professor in the College de France has helped to found an enthusiastic school of French scholars interested in Oriental research. Dr. Lévi has invaded almost every conceivable corner in the domain of Oriental Studies, and has investigated

unexplored regions in Sanskrit, Chinese, Tibetan, Annamese, Mongolian and Central Asian Languages, the existence of which was first realised by scholars from the magnificent discoveries of Sir Aurel Stein. Dr. Lévi has expounded and solved many a difficult problem in relation to the Brihat Katha Manjari of Kshemendra, the influence of the Greeks on Indian Architecture, the history and development of the Indian Theatre, the doctrine of sacrifice in the Brahmanas, the science of religion in relation to the Religions of India, the history and inscriptions of Nepal, and many similar abstruse topics, the value of which can be fully appraised only by a syndicate of learned specialists. He has undertaken to deliver to our advanced students a course of lectures on the captivating subject of "India and her Neighbours in Ancient Times," in which he proposes to examine what communication existed in by-gone ages between India and the neighbouring countries, specially Greece, Persia, Central Asia, Tibet and China.

Dr. William Henry Young who has just been appointed as the first occupant of the Chair of Mathematics named after your Excellency is a scholar of brilliant academic distinction. He has, for many years past, sedulously devoted himself to research, with striking results in the highest departments of

Mathematics, which have placed him in the front rank of living Mathematicians. He is a Doctor of Science of the University of Cambridge, a Fellow of the Royal Society of London, and shares with the great Swedish Mathematician Mittag-Leffler the high distinction of Honorary Doctorate in Mathematical Science of the University of Geneva. All the investigations of Dr. Young, embodied in more than a hundred papers published in English, French, German and Italian, are characterised by philosophical insight and breadth of view, based upon an accurate and comprehensive survey of those fundamental principles, the development and application of which have enabled mathematicians in the beginning of the twentieth century to annex to their territory new realms of thought. At the close of the last century, the view was generally accepted by mathematicians of repute that all the great conquests in mathematical science had been accomplished, and that nothing was left for achievement but to fill in gaps and to elaborate details of existing theories. From the commencement of the present century, however, a new school of mathematics has arisen, founded on essentially novel ideas leading to an abundance of new results, which have rapidly developed into a magnificent theory. The genesis of this theory may be traced back to a period long antecedent

to the time when it took definite form and shape, for as in the world of organic generation, so in the world of intellectual production, there are no sudden starts, no absolute beginnings. This new mathematical discipline, as it may without impropriety be called—the Theory of Functions of a Real Variable—took its rise, partly in the speculations of George Cantor on the nature of the concept of mathematical infinity, and partly in the persistent endeavours of isolated purists to give a more rigid form to proofs of well-known theorems and a greater precision to the conditions under which certain processes are allowable. The theory thus formulated did not readily meet with universal acceptance, and mathematicians of the older school, not only disputed the correctness of the reasoning based on the Transfinite Numbers of Cantor, but ridiculed the theory as metaphysical and beyond the legitimate bounds of mathematical investigation. Even amongst scientific men of eminence, venerable half-truths stand out tenaciously, while novel ideas which challenge pre-conceived notions, by reason of their very subtlety, can make but slow progress, and it is not a matter for surprise that a distinguished mathematician of an older generation, in Germany, the very land of the birth and development of the new theory, solemnly maintained, only five years ago, the astounding

position that the last word on the subject of integration had been said by Riemann. But the battle has been strenuously fought and triumphantly won. In every notable seat of mathematical learning, all over Europe and America, it is now widely recognised that a new type of mathematics has arisen. The centre of interest has shifted from the old to the new, and the younger generation of mathematicians has made even older investigators realise that an extensive and unexplored territory, full of beauty and riches, has been brought within the sphere of their activity. This result has been achieved by the pioneer work of a small and devoted band of mathematicians, of whom Dr. Young has been one of the most indefatigable and enthusiastic. The great bulk of his numerous papers are devoted to the elucidation of the new concepts, many of which are due wholly or partially to him, and we owe to him brilliant researches on the nature of a function, on the theory of integration, on the treatment of successions of functions which possess no limiting function, and on the employment of integrals which do not usually exist. On the other hand, his examinations of the analytical basis of non-Euclidean Geometry, the theory of geometrical transformations and the theory of trigonometrical series, which had already engaged the attention of a long succession of

distinguished mathematicians of the present and of a past age, have revealed many wholly unsuspected properties of such novelty that his investigations may rightly be deemed to constitute entirely new departures in the history of these problems. The eminent position occupied by Dr. Young as an exponent of the modern school of mathematicians may be gathered from the circumstance that he occupies a Research Chair of Mathematics specially created for him at Liverpool which has recently been transformed into an equally unique Chair, namely, a Professorship of the Philosophy and History of Mathematics. His inaugural lecture, to which we recently listened with interest and pleasure, affords ample indication, however, that he is not merely a brilliant investigator, but also a gifted scholar of high ideal and lofty purpose, competent to take a broad and sympathetic outlook of his new environment. I trust that, under his guidance, we may be able before long to establish in this University a Mathematical Institute on the most modern lines and fully worthy of the foremost Universities amongst the progressive nations of the West, for in the field of Mathematics at least, the standard of efficiency is of universal application, and no intelligible distinction can be maintained in this respect between the East and the West. We feel

confident that our advanced students will be attracted towards Professor Young and will be stimulated by his teaching and example to undertake fruitful work in the most promising regions of the ever-widening domain of mathematical research.

Mr. Henry Hubert Hayden, ever since he joined the Geological Survey eighteen years ago, has been one of its most devoted and enthusiastic workers, and has made numerous contributions to the subject of Indian Geology. These cover an extensive ground including the whole range of the Himalaya mountains, Tibet, Afghanistan and Burma, and whether it is the question of gold in Southern India, coal in Assam, or copper in Darjeeling, the problem has not escaped the vigilance of Mr. Hayden. These investigations have proved fruitful of practical results of considerable value and long ago marked him out as the inevitable successor to the Directorship of the Geological Survey upon the retirement of his distinguished predecessor Sir Thomas Holland. Mr. Hayden has also taken an active interest in the work of the University and is now Dean of the Faculty of Science. In conferring upon him the Honorary Degree of Doctor of Science, we accord rightful recognition to highly meritorious scientific work, most unostentatiously accomplished.

In Dr. Rash Behary Ghose, we have one of our most distinguished graduates whose brilliant academic career and subsequent remarkable success in various walks of life have spread far and wide the fair fame and good name of this University. For many years past, he has been acknowledged without question as pre-eminently qualified for the leadership of his educated countrymen, by reason of the massiveness of his intellect, the sturdy independence of his character, the moderation of his views, and the sobriety and soundness of his judgment. His treatise on the Law of Mortgages, first composed quite early in his career and laboriously recast and improved from time to time, is distinguished by a remarkable purity of diction, precision of argument, and clearness of presentation, which have secured for it, for well-nigh forty years, a place in the foremost rank of legal master-pieces. To crown a splendid career of beneficent labour for the advancement of his countrymen, he has now, with a nobility of soul equalled only by the greatness of his intellectual powers, made a princely gift to his Alma Mater for the foundation of Professorships and Studentships in aid of the University College of Science—an act of liberality sufficient by itself to make his name remembered with reverence and gratitude by future generations of our students.

Lastly, in Mr. Rabindranath Tagore, we have our national poet, who, to our pride and satisfaction, is at the present moment not only the most prominent figure in the field of Bengali Literature, but also occupies a place in the foremost rank amongst the living poets of the world. This is not an occasion on which I could undertake a critical estimate of his voluminous work as a lyrical poet, dramatist and prose-writer, but one may, without fear of contradiction, venture upon the statement that the finest products of his imagination are characterised by an element of beauty, patriotism, and spirituality, which is of perennial value and independent of local and racial accidents and which will appeal to all cultured minds qualified to appreciate the highest flights of poetic thought and manifestations of spiritual beauty. Apart, however, from the pre-eminence of Mr. Rabindranath Tagore as a poet, we must not overlook the true significance of the worldwide recognition now accorded for the first time to the writings of an author who has embodied the best products of his genius in an Indian vernacular; this recognition, indeed, has been immediately preceded by a remarkable revolution in what used to be not long ago the current estimate, in academic circles, of the true position of the vernaculars as a subject of study by the students of our

University. It is now nearly twenty-three years ago that a young and inexperienced Member of the Senate earnestly pleaded that a competent knowledge of the vernaculars should be a pre-requisite for admission to a Degree in the Faculty of Arts in this University. The Senators complimented the novice on his eloquence and admired his boldness, but doubted his wisdom, and, by an overwhelming majority, rejected his proposal, on what now seems the truly astonishing ground that the Indian Vernaculars did not deserve serious study by Indian students who had entered an Indian University. Fifteen years later, the young Senator, then grown maturer, repeated his effort, with equally disastrous result. In the year following, he was however more fortunate and persuaded the government of Lord Minto to hold that every student in this University should, while still an under-graduate, acquire a competent knowledge of his vernacular, and that his proficiency in this respect should be tested precisely in the same manner as in the case of any other branch of knowledge and should be treated as an essential factor of success in his academic career. After a struggle of a quarter of a century, the elementary truth was thus recognised that if the Indian Universities are ever to be indissolubly assimilated with our national life, they must ungrudgingly accord due recognition to the

irresistible claims of the Indian Vernaculars. The far-reaching effect of the doctrine thus formulated and accepted, has already begun to manifest itself, but time alone can prove conclusively the beneficent results of this vital and fundamental change. Meanwhile, the young Senator of twenty-three years ago has the privilege to ask your Excellency to confer the Honorary Degree of Doctor of Literature and thus to set, as it were, the seal of academic recognition upon that pre-eminently gifted son of Bengal who has been a loyal and life-long devotee of the most progressive of the Indian Vernaculars.

The 26th December, 1913

The Right Hon'ble Charles Baron Hardinge of
Penshurst, P.C., G.C.B., G.C.M.G., G.C.V.O.,
G.M.S.I., G.M.I.E., I.S.O., M.A.,

Chancellor

MR. VICE-CHANCELLOR AND GENTLEMEN,

It is a great pleasure to me to meet once more the Senate of the Calcutta University. I am indeed grateful to you for the very kind terms in which you have referred to Lady Hardinge and myself in your address of welcome, and I appreciate warmly the kindly thought which prompted you to present me with it. I shall always value very highly this exceptional compliment coming, as it does, from a seat of learning of which I am proud to be the Chancellor. It was a source of profound regret to me that the state of my health precluded me from being present at the Convocation last March, but I am very pleased indeed that it has been possible to hold a Convocation during my brief stay in this city. And I think you will agree with me that this is a somewhat remarkable Convocation in the annals of the Calcutta University, for we are met together with the purpose, among others, of doing honour to a very distinguished group of persons. Knowledge

and Science are cosmopolitan and we have exacted tribute from far distant and far different countries to secure for our young men the teaching and leading of scholars of acknowledged genius and world-wide reputation in the various subjects which they profess. We have reason to be well satisfied that our University should have been able to attract men of such brilliant accomplishments, and we owe a debt of gratitude to our Vice-Chancellor for the successful efforts he has made to this end and I for one feel sure that there are not a few of our students, who, in the days to come, will recognise with gratitude that they owe a broader outlook, a deeper insight and a greater depth of culture to the intellectual stimulus of contact with master minds such as these. But we are not limiting our attentions to those who come from a far, and there is one who is giving the best years of his life to India, and two who are Indian born and bred whom we are proud to honour at the same time in recognition of their pre-eminence in the realms of Science, Law and Literature respectively. Upon the modest brow of the last of these the Nobel Prize has but lately set the laurels of a world-wide recognition, and I can only hope that the retiring disposition of our Bengali poet will forgive us for thus dragging him into publicity once more and recognise with due resignation

that he must endure the penalties of greatness. I value very highly the privilege that has fallen to my lot of conferring Honorary Degrees upon such an eminent group of learned scholars and authors.

It is no exaggeration when you say that I take great interest in the University, of which I have the honour to be Chancellor, and that I am animated by a sincere sympathy with the intellectual aspirations of the people. You have dwelt at some length in your address on the new functions which our University is undertaking in connection with higher studies. You ask from me, and from my Government constant co-operation, free sympathy with, and full approval of, your aims and efforts, and assistance in the fullest sense of the term. Of such co-operation and sympathy I do not think we have shown ourselves wanting and I readily agree that financial assistance is the most urgent and patent need of the moment. Of this you have received no small amount during the term of my Chancellorship. In that period, my Government has made you grants amounting to twelve lakhs non-recurring, and Rs. 68,000 a year recurring, thus making a considerable addition to the total annual contribution of the Government of India to the Calcutta University. I am sorry to say that I am not at present in a position to say whether we shall be able

to increase this sum. As you are no doubt aware, the financial sky at present is not so bright as it was this time last year. This much I can however say that the claims of the new Universities will not exclude the claims of the Calcutta University when funds are available for the development along approved lines of the teaching and residential system and of research work, which enlightened opinion now accepts as desirable. It is necessary however to proceed cautiously in drawing up new schemes for an institution which, as you rightly say, will affect the moral, social and economic progress of the people of Bengal, and perhaps of the whole of India. My Government has already received proposals from the University of a very extensive character, and we are anxiously considering what, in the light of experience both here and elsewhere, are the lines on which it will be most profitable to advance. The general policy has been laid down in broad principles in the Government of India Resolution of February 21st last. The application of broad principles to practical conditions is a matter calling for much knowledge, experience and patient investigation, especially in a country so circumstanced as India. I have no doubt, however, that in the fulness of time our University, thanks to the gifts of generous donors like Sir T. Palit and

Dr. Rash Behary Ghose and the assistance of Government, will become a centre of far-radiating influence for the higher education of the territories within the academic jurisdiction. I wish you, Senate of the Calcutta University, every good wish, and I can assure you that I and my Government are not less interested than yourselves in all that pertains to the progress of education in the highest sense of that term, which includes the formation of character, the cultivation of mind and the dissemination of an everwidening influence of enlightenment.

The 27th March, 1914

The Hon'ble Justice Sir Asutosh Mookerjee, Kt , C S.I.

Vice-Chancellor

FELLOWS, GRADUATES, TEACHERS AND STUDENTS
OF THE UNIVERSITY OF CALCUTTA,

I do not give expression to mere conventional politeness when I say that I deem it a high honour to be permitted to lay the Foundation Stone of the University College of Science. I sincerely regard it as a high privilege thus to associate myself intimately with the actual establishment of an institution, the project for the foundation of which has been nearest to my heart, ever since it became incumbent upon our University to make provision for the instruction of students under the Indian Universities Act of 1904. If I had been left free to choose the course to be adopted on this auspicious occasion, I would have preferred to have the ceremony performed by His Excellency the Chancellor or His Excellency the Rector, either of whom could have spoken on the paramount need for the establishment of the University College of Science with much greater weight and eloquence than I can ever aspire to do. But I venture to hope that when the buildings we have undertaken to erect are brought to completion, the

Senate may enjoy the great good fortune to have the Laboratory opened by either the Chancellor or the Rector. Meanwhile, as the choice of the Syndicate has fallen on me, I trust, I may rely upon your indulgence while I remind you briefly of the stages through which we have passed in the fulfilment of our endeavour to establish a University College of Science.

It is now nearly twenty months ago that on the 15th June 1912, Sir Taraknath Palit executed a trust deed in favour of the University, by which he transferred money and land to the value of more than seven lacs of rupees for the promotion and diffusion of scientific and technical education and the cultivation and advancement of Science, Pure and Applied, amongst his countrymen. This princely gift had, at the time, no parallel in the annals of University education in India, and justly called forth the admiration of all persons, official and non-official, European and Indian alike, who were genuinely interested in the intellectual and material advancement of our people. The gratitude thus evoked was enhanced, when, not many weeks later, Sir Taraknath Palit, on the 8th October, 1912, executed a second trust deed in favour of the University by which he transferred money and property worth another seven lacs of rupees, subject to his life interest therein, for the purpose

of aiding and better carrying out the trusts mentioned in the first trust deed. In the interval which elapsed between these two munificent gifts, the Syndicate had applied to the Government of India for financial aid to enable them to carry out the objects of the endowment. The proposal of the Syndicate was extremely moderate and merely involved a request that they might be permitted to apply Rs. 12,000 annually for the maintenance of the laboratory of the College of Science out of a recurring annual grant of Rs. 65,000 which, shortly before the gift of Sir Taraknath Palit, had been sanctioned by the Government of India for the development of University work, and had been announced by His Excellency the Chancellor in his Convocation Address on the 16th March, 1912. The proposal of the University in this respect was strongly supported by His Excellency the Governor in Council and was ultimately approved by the Government of India on the 18th September, 1912. Let me add here that we were truly thankful for this contribution and felt distinctly encouraged thereby. The true position of affairs, as they stood at the time, may be briefly summarised. The University had funds at its disposal, sufficient for the foundation of two Chairs, one for Chemistry and one for Physics, to be maintained out of the income of the endowment created by Sir Taraknath Palit. The

University was in return bound, under the terms of the trust deeds accepted by the Senate, to apply at least two and a half lacs of rupees out of its own funds, to construct, on the site where we are now assembled, a suitable building for the proper and adequate equipment of a University College of Science with Lecture Rooms, Libraries, Museums, Laboratories and Workshops. The University had at its disposal the requisite sum of two and a half lacs of rupees, and had been able to secure from the Government of India a monthly grant of one thousand rupees for the maintenance of the proposed Laboratory. But it was plain to the most superficial observer that the princely benefaction of Sir Taraknath Palit, supplemented by the contribution from the University Reserve Fund and the monthly Government grant, was by no means sufficient for the erection and maintenance of a College of Science worthy of the foremost University in India. Additional funds were urgently needed for buildings and equipments as also for additional Chairs. We felt impressed that as the gift of Sir Taraknath Palit included valuable landed property and buildings, it would be a lamentable mistake to miss this splendid opportunity for the establishment of a residential College of Science, where the professors and students might come into the closest personal contact and combine to

foster a truly academic spirit. We also felt convinced that as enormous strides had been made, in recent years, in every department of scientific activity, specialists were required and the most improved and refined appliances were indispensable, if research work was to be undertaken and advanced instruction given, on an even moderately comprehensive scale. From these points of view, the Syndicate on the 30th December 1912, applied to the Government of India for financial help in aid of the University College of Science, and urged that in view of the unique character of the benefaction of Sir Taraknath Palit, the Government might properly supplement the same by an equal sum. The Syndicate felt that the claims of scientific and technical education were incontestable, and expected that as the Government had expressed their readiness to afford liberal financial assistance in support of educational schemes for the creation of new centres of intellectual activity, they would not be slow to recognise that Calcutta had established a solid claim to preferential treatment by reason of the liberality and munificence of one of its most public-spirited citizens. At the same time, the Syndicate appointed a committee of specialists to draw up the plans for the proposed Laboratory Building, and deputed Dr. Prafullachandra Mitra to report on the question of equipment of a modern

Chemical Laboratory in this country, after a personal inspection of the chief laboratories throughout India. The preparation of even the first sketch proved to be a work of much labour and* thought, notwithstanding the able and willing assistance rendered by distinguished men like Dr. Prafullachandra Ray, Babu Chandra-bhushan Bhaduri and Dr. Paul Brühl. The plans were ready in outline now nearly twelve months ago; but considerable disappointment was in store for the promoters of the scheme. The Government of India did not respond to the request of the University for liberal financial assistance to supplement the gift of Sir Taraknath Palit, and the Syndicate felt constrained to reconsider the situation. The institution of the University College of Science was inevitable; there was no possible escape from the situation; the Senate had solemnly accepted the trust on condition that suitable laboratories would be erected and maintained. The Syndicate consequently proceeded to modify the plans, with a view to start the Institution on a more modest scale than what had been originally intended. The alteration of the plans with a view to secure the maximum of efficiency within a limited space was, as might be expected, a task of some nicety, and many weeks elapsed before they could be placed in the hands of an Engineer. In the accomplishment of this part

of the work, difficult and laborious as it was, we had fortunately the advantage of the assistance of an experienced Member of the Senate, Rai Bahadur Krishnachandra Banerjee who pushed through the work of preparation of the plans and estimates with the maximum speed possible.

During this interval, another notable event had happened in the history of the projected institution, which proved conclusively that the realisation of our ambition to establish a University College of Science had been undertaken in the fulness of time and that its actual accomplishment was well in sight. On the 8th August 1913, Dr. Rashbehary Ghose, who has for many years past rightly occupied a pre-eminent position amongst the graduates of this University, offered to the Senate a sum of ten lacs of rupees for the foundation of four Professorships and eight Research Studentships in connection with the University College of Science, as also for the maintenance of its Laboratory in an efficient condition. The Chairs thus founded were to be devoted to four important subjects, Applied Mathematics, Physics, Chemistry and Botany with special reference to Agriculture. We still vividly recollect the real joy and enthusiasm with which we all welcomed this magnificent gift. It came, indeed, at a most opportune moment; it enabled us to reiterate most emphatically our claims to financial assistance from the

custodians of the public funds. On the 4th October last, accordingly, the Syndicate again addressed a communication to the Government of India and pressed for liberal and substantial help in aid of the University College of Science, which had now been financed by the munificence of two of our foremost citizens to the extent of twenty-five lacs of rupees, supplemented by a contribution of three lacs of rupees from the Reserve Fund of the University formed out of the surplus of examination fees realised from candidates of all grades, in different stations of life, from every corner of this province. The response, however, was slow to come, and the only assurance we received was that when funds were available, the request of the University would be considered along with other claims. The true position now became perfectly plain to even the most optimistic amongst the promoters of the scheme for the foundation of a University College of Science. They fully realised that, for the present, at any rate, the University must rely upon its own resources, limited though they be, supplemented by the generosity of founders like Sir Taraknath Palit and Dr. Rashbehary Ghose, whose names will be handed down to posterity and will be gratefully mentioned by all true lovers of education from generation to generation, even long after the names of present-day notabilities—

euphemistically so styled—shall have passed into inevitable and well-merited oblivion. In these circumstances, the Syndicate and the Governing Body of the University College of Science decided to take one step forward for the speedy realisation of the long cherished ambition of our illustrious benefactors to promote scientific and technical education amongst our people.

The plans and estimates which had been under preparation and examination for many months were now finally adopted and arrangements were made to place the work of construction of the Laboratory Building in the hands of a competent and experienced contractor, who undertook to bring the work to completion in nine months. At the same time, a sum of three lacs of rupees was set apart from the Reserve Fund of the University to be applied to meet the cost of erection of the building. It is consequently not too much to hope that towards the end of this year, if no unforeseen accident happens, the Laboratory Building will be ready for occupation.

Simultaneously with the final approval of the plans and estimates for the Laboratory, the Syndicate, at the instance of the Governing Body of the College of Science, took vigorous steps for the appointment of the first Professors and for the selection of the first set of Research Students. It is a matter for sincere congratulation

that we have been able to secure scholars of high distinction as our first Professors, because it is obviously of supreme importance that our work should be initiated under the guidance of not merely the most accomplished but also the most devoted and the most enthusiastic workers available. For the Chair of Chemistry founded by Sir Taraknath Palit, we have been able to secure the services of Dr. Prafullachandra Ray who, if I may be allowed to risk a prophecy, will hereafter be named as the first founder and inspirer of a flourishing School of Chemistry at Calcutta, he has expressed his readiness to undertake the onerous duties of his new office with a cordiality which will not surprise his numerous friends who have witnessed many a proof of the true nobility of his nature. For the Chair of Physics created by Sir Taraknath Palit, we have been fortunate enough to secure the services of Mr. Chandra-sekhara Venkata Raman, who has greatly distinguished himself and acquired a European fame by his brilliant researches in the domain of Physical Science, assiduously carried on, under the most adverse circumstances, amidst the distractions of pressing official duties. I rejoice to think that many of these valuable researches have been carried on in the laboratory of the Indian Association for the Cultivation of Science, founded by our late illustrious

colleague Dr. Mahendralal Sircar, who devoted a life-time to the foundation of an institute for the cultivation and advancement of science in this country. I shall fail in my duty if I were to restrain myself in my expression of the genuine admiration I feel for the courage and spirit of self-sacrifice with which Mr. Raman has decided to exchange a lucrative official appointment with attractive prospects, for a University Professorship which I regret to say does not carry even liberal emoluments. This one instance encourages us to entertain the hope that there will be no lack of seekers after truth in the temple of knowledge which it is our ambition to erect. For the Chair of Applied Mathematics founded by Dr. Rashbehary Ghose, we have secured the services of Dr. Ganes Prasad, who is now Professor of Mathematics in the Queen's College at Benares and has expressed his readiness to relinquish his present appointment with its attendant prospects of future preferment, for our University Professorship. The presence of Dr. Ganes Prasad amongst us is bound to strengthen our cause. He had varied experience as a distinguished student in our University as also in the Universities of Allahabad and Cambridge and finally as a student under Dr. Felix Klein of Gottingen, the most profound and at the same time the most inspiring of living mathematicians. Dr. Ganes

Prasad has furnished ample proof, by his original investigations, of the benefit he has derived from personal contact with western teachers of the highest eminence. For the Chair of Chemistry founded by Dr. Rashbehary Ghose, we have selected Dr. Prafullachandra Mitra, who had a distinguished career as a student of Chemistry, in this University as also in the University of Berlin and has already given unmistakable evidence of the value of his experience both in the work of instruction of advanced students and in the organisation of laboratories. For the Chair of Physics founded by Dr. Rashbehary Ghose, we have selected one of our most distinguished graduates, Mr. Debendramohan Bose, who subsequently distinguished himself in the University of London, and had the advantage of prolonged study and training in the University of Cambridge. But although his attainments are of a high order, he has consented, in view of the extensive developments of Modern Physics, to spend two years in the Universities of Berlin and Gottingen to equip himself fully for the discharge of his responsible duties. Finally, for the Chair of Botany founded by Dr. Rashbehary Ghose, we have selected Mr. Shankar Purushottam-Agharkar, a distinguished graduate of the University of Bombay, who was for four years Lecturer on Botany and Zoology at the Elphinstone College. Mr. Agharkar, by his

published researches both in Botany and in Zoology, has given incontestable evidence of his capacity to profitably undertake advanced work, and with a view to qualify himself adequately for the discharge of his new duties, he has consented to pursue his studies in one or more of the Universities of Germany for a term of two years. To each of these Professors, we have arranged to assign, as Research students, two of our distinguished graduates, some of whom have consented to relinquish lucrative appointments to enable them to pursue higher studies in the College of Science. The brief description I have given of the antecedents and attainments of the six gentlemen nominated as the first Professors of the College of Science will, I venture to hope, satisfy the most fastidious critic that the future of the institution is safe in their hands and that our work has been placed on a solid and sound basis. I trust, I may also be permitted to dwell without impropriety on the gratifying circumstance that of the six Professors, fully one half come from Provinces other than Bengal. We are proud, indeed, to have on our Teaching Body these distinguished representatives of Madras, Bombay and the United Provinces. No stronger testimony is needed to emphasise the cosmopolitan character of Science, and I fervently hope that, although the College of Science is an integral component

part of the University of Calcutta, it will be regarded not as a provincial but as an All-India College of Science, to which students will flock from every corner of the Indian Empire, attracted by the excellence of the instruction imparted and of the facilities provided for research. I confidently entertain the hope that an institution of this character will not languish from the lack of supporters, that a few at least will emulate Sir Taraknath Palit and Dr. Rashbehary Ghose, while many will follow their noble examples, though at a respectful distance, and thus enable us to meet the most pressing demands of the hour, namely, equipment for the laboratory and scientific books for the library. I also venture to express the hope that our funds may increase so as to enable us to include in the body of our instructors, if not permanently, at any rate, for short periods, men of Science of real distinction from the great Universities of the West. For we keenly appreciate the high value of the vitalising and inspiring influence which can be exercised on our workers by the sages of Western seats of learning who have consecrated their lives to the noble cause of search after truth and have officiated as high priests in her sacred temple. May it fall to the lot of every worker in the University College of Science to follow the lead of those great teachers and to emulate them

in the task of the expansion of the boundaries of the limitless field of knowledge.

I have now described to you, in feeble language, the story of the lofty ideals which have animated the promoters of the College of Science, of the munificent gifts by two of our illustrious countrymen which have rendered the realisation of those ideals possible, and of the truly patriotic personal sacrifices which distinguished Indian scholars and investigators have proved themselves ready to undergo in the search after truth, in the full belief that that which we know is but little, that which we know not is boundless. But although we are constrained to acquiesce in an humble beginning, our hopes are well-founded. We confidently look forward to gradual expansion, to a life of steady growth and uninterrupted activity, for our cause is noble, and we are inspired by the invigorating belief that Science in its ultimate assertions echoes the voice of the living God.

Gentlemen, I shall now, with your permission, lay the Foundation Stone of the University College of Science, and I call upon you all to bless this great undertaking from the innermost depths of your souls.

The 28th March, 1914

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

Twelve eventful months have rapidly rolled away since I had last the privilege to address the Convocation from my place in this historic hall and to convey to the new graduates of the University a message of advice and encouragement. Under ordinary circumstances, I would have preferred to take up the position of a listener rather than that of a speaker on the present occasion. But events beyond my control render it impossible for me in this instance to depart from the custom, which was inaugurated more than half a century ago by the first Vice-Chancellor of this University and has been loyally followed by all his successors, and it is incumbent on me again to take stock of the progress that has been attained in our academic life and to indicate the outlines of the work which still remains to be accomplished.

The history of our academic work during the year which has just elapsed, is a record of uninterrupted progress; it may appropriately be described even as progress remarkable in the annals of this University. But I regret that I

cannot this day, as I was happy to do twelve months ago, congratulate myself that I am not called upon to deplore the death of our active workers. Indeed, during this brief period, our ranks have been thinned away by death, retirement or resignation to an extent which we do not readily recognise, till we come to examine closely the catalogue of our losses. By the death of Babu Gaurisankar De, we have lost a veteran Professor, who was rightly regarded as a tower of strength to the cause of education in these Provinces. After an academic career of exceptional brilliance, he attached himself to the cause of instruction of our youths and unremittingly toiled in the performance of his task for forty-six years to the very day of his death. His extensive knowledge of mathematics, his powers of exposition, the accuracy and thoroughness with which he accomplished whatever he undertook, the innate modesty of his nature, secured for him the spontaneous admiration of all who ever came into contact with him. His services to the institution to which he adhered through life, with a fine sense of loyalty which would not even tolerate the thought of preferment elsewhere in his own line, and his services to the University as a Member of the Senate, of the Board of Studies in Mathematics and of the Board of Examiners, for more than a quarter of a century, will be held in grateful remembrance

by all who are interested in the progress of education amongst our people. But if we lament the loss of a veteran like Babu Gaurisankar De who has passed away full of years, our grief is intensified in a manifold degree when we are reminded of the loss we have sustained by the premature death of Babu Binayendranath Sen, who has been cut off in the prime of life by a fell disease, while still in the full vigour of manhood, in the plenitude of beneficent activity and with prospect of many years of useful work before him. The solidity of his learning, the soundness of his judgment, the nobility of his character, the unselfishness of his devotion to his *lifelong mission, made him the ideal teacher, the guide, friend and philosopher of his students* who held him in the highest reverence and deepest affection. He commanded the genuine respect of all who came into contact with him in whatever sphere he worked whether as an instructor of youth, as a Member of the Senate, as a Member of the Board of Studies, as a Member of the Board of Examiners, as an Inspector of Colleges or as the Secretary of that useful institution, the Calcutta University Institute, of which he was for many years the chief guiding spirit. He has passed away, his life-work unfinished, but his memory will be lovingly cherished by future generations of students and educationists.

By the retirement of Mr Kuehler, we have lost an educational officer of great ability and wide experience. A scholar of varied culture, philosophical and scientific, he rapidly built up a reputation for himself as a Professor of Mathematics and Physics in days gone by, when there was no lack of brilliant and erudite teachers. Later on, he distinguished himself by sobriety of judgment when placed at the head of the Department of Public Instruction in these Provinces. In the University, with which he was closely associated for more than a quarter of a century in various capacities, he commanded the respect of his colleagues as a sound and reliable adviser, nothing was more distasteful to him than what is so captivating to many an inexperienced enthusiast, the role of the erratic reformer, and it was a distinct advantage to the cause of progress that he took a prominent part in the deliberations of the Senate and of the Special Committee when the New Regulations were framed. By the retirement of Mr. Little, who was intimately associated with the University as Registrar during very strenuous times, the memory of which we have not forgotten, we have lost a successful and experienced Professor of Mathematics. By the retirement of Mr. Hallward, we have lost a fearless worker in the field of education, whose undoubted abilities might have been more fruitful of

results, if his zeal for reform had been tempered by sympathy for the people whom he was called upon to serve. By the retirement of Mr. Prothero, we have lost an educational officer of long and varied experience, whose modesty probably stood in the way of a full recognition of his considerable abilities. By the retirement of Bishop Copleston, we have lost an erudite scholar and investigator, who, notwithstanding the pressure of his ecclesiastical duties, never grudged to help us with his co-operation and advice in linguistic matters specially within his province. By the retirement of Sir Richard Harington, we have lost a patient and conscientious Judge, who took an unfailing interest in the reform of legal studies in this University. By the retirement of Mr. Alexander Thomson, we have lost a veteran educationist who conscientiously devoted himself, for more than a quarter of a century, to the task of instruction of our youths in Mathematics, in one of the foremost colleges of this city. Whatever duties he undertook, he discharged with unfailing accuracy, and he impressed on whatever he touched the indelible mark of the man distinguished by capacity to take infinite pains—and it was mainly for this reason that his services as a tabulator and as a Member of the Board of Accounts were truly invaluable. By the retirement of Dr. Denison Ross, we have lost one of

our most devoted workers who had been intimately associated with us for the last ten years in various spheres of activity. He was keenly interested in the study of languages, and his services were eagerly sought and highly valued in the cause of promotion of Persian and Arabic learning. But no acknowledgment of his claims on our gratitude will be complete without a reference to the prominent part taken by him when the New Regulations were framed by the Special Committee of which he acted as Secretary, and discharged his difficult and laborious duties with tact, caution and judgment. By the retirement of Mr Finnimore, we have lost the Dean of our Faculty of Engineering, and it will not be easy to fill his place by the appointment of an officer of equally mature judgment and varied experience. Finally, by resignation, we have lost, only temporarily, let us hope, the services of Professor Henry Stephen, of Father O'Neill, of Dr. Hayden and of Mr. Milburn. Last, but not least, we lament the loss of one, who, though no longer directly connected with us, had been in the past, one of the truest and most generous friends of this University, I mean, our late Chancellor, the Earl of Minto. This is neither the time, nor the place, where I could fittingly pronounce an eulogy upon the administration of the Earl of Minto during one of the most critical periods in the history

of British Rule in this country, when he filled the exalted office of Viceroy and Governor-General of India. But I shall grievously fail in my duty, if I refrain from public acknowledgment of the debt we owe to him personally as Chancellor of this University. It is superfluous for me to remind you that he held the office of Chancellor at one of the most critical periods of our academic life, when the whole problem of the reconstruction of the University was under examination from every conceivable point of view, and the ultimate decision of more than one question of fundamental importance depended upon the judgment of the Chancellor himself. The view he took of these academic matters was characterised by soundness of judgment, genuine sympathy, and above all, transparent sincerity, which inspired confidence, silenced opposition, and secured loyal co-operation.

During the last twelve months, the University has been the fortunate recipient of a number of endowments which are of importance as affording unmistakable evidence of the continued interest taken in its prosperity by people of education and culture in different parts of the Province. It is remarkable that three of these have been created for the encouragement of study of Mathematical or Natural and Physical Science, one for the encouragement of Bengali Composition and one for proficiency in Law. It is a matter for

special satisfaction to all Members of the University that one of the endowments will be associated with the name of our late distinguished colleagues, Nawab Abdul Latiff and Father Lafont, each of whom in his own department rendered services to the cause of higher education fully worthy of commemoration. But all these endowments, though eminently praiseworthy and cordially welcomed by the Senate, have been thrown into the shade by the princely benefaction of Dr. Rashbehary Ghose, which has enabled the promoters of the College of Science to take determined and rapid steps forward for the immediate realisation of this epoch-making undertaking. The full significance of the institution of a University College for the study of Science, Pure and Applied, and of Technology, does not require an elaborate commentary at my hands, and the six Professors, assiduously engaged in advanced study and investigation and in the promotion of research by our senior students, will exercise a most powerful and beneficent influence upon the entire system of higher studies in this University. It would be a mistake, however, to suppose that the endowments I have mentioned afford the sole indication of the progress we have made in the sphere of advanced work by the University. Mr. Saratkumar Lahiri, one of the most enterprising publishers of this city,

whose premature death is deeply mourned by a large circle of friends, recently proposed to the University, that the income of the fund created by him five years ago might be applied towards the foundation of a Research Fellowship for the investigation of the History of the Bengali Language and Literature. The proposal was cordially approved by the Syndicate and sanctioned by the Senate, with the result that we have been able to appoint Rai Saheb Dineschandra Sen for a term of five years as Research Fellow to carry on investigations in the History of the Bengali Language and Literature. The Fellowship thus established has been appropriately named after the illustrious father of the Founder, the late Babu Ramtanu Lahiri, one of the most distinguished educationists of a generation which has now passed away. We confidently expect that the first Ramtanu Lahiri Research Fellow will do ample justice to his office and will be able to carry on without distraction the valuable work which he commenced in his luminous lectures on the History of the Bengali Language and Literature, now worthily supplemented by two handsome volumes of Typical Selections, the fruit of years of laborious study and research. The Senate has also sanctioned a scheme, in the first instance provisionally for a term of five years, for the institution of a Travelling

Fellowship. The duty imposed upon the Travelling Fellow will be to investigate educational methods abroad in his special department of study, preferably in Great Britain and in the Continental European seats of learning. This system of Travelling Fellowship, if it is judiciously worked and if the selection of Fellows is made with care and discretion, is bound to prove an invaluable help in the cause of promotion of higher studies.

The next subject, upon which I desire to dwell briefly for a moment, is the actual realisation of our scheme for the appointment of University Professors upon which we have been engaged for the last two years. It is since the date of the last Convocation that all our University Professors have entered upon the discharge of the duties of their new office Dr Thibaut, as Carmichael Professor of Ancient Indian History and Culture, has opened his course with a captivating series of lectures on the earliest stages of Aryan Civilization Dr Young, as Hardinge Professor of Mathematics, has, on the system so familiar in German Universities, started a colloquium where the most advanced students, some of whom are themselves engaged in the work of instruction in Colleges, have obtained from him an insight into that fascinating and all comprehensive department of modern mathematics, the Theory of Functions of a Real

Variable. Dr. Strauss, Professor of Comparative Philology, has taken seriously in hand our Sanskrit students, who are however considerably handicapped in their study of this subject by their want of knowledge of the Classical and Modern languages of Europe. Professor Hamilton has most energetically commenced the organisation of our school of Economics and has, I know, produced a profound impression upon our post-graduate students. Finally, Dr. Brajendranath Seal has commenced a series of thoughtful and invigorating lectures on Philosophy, which embody the ripest fruits of his erudition and power of incisive analysis, and which will stand favourable comparison with similar lectures delivered in any other seat of learning. During the last twelve months, the Senate has been able to create also two new Professorships of English language and literature, principally for the benefit of our M A. students, and has been fortunate enough to secure the services of a veteran educationist like Professor Stephen and a brilliant young teacher of the stamp of Professor Robert Knox. During the last twelve months also, in addition to the University Professors I have named, we have been able to secure the services of distinguished Readers, each an acknowledged master in his own special department and an unfailing source of inspiration to all genuine students. The lectures

on Kinship in Early Law, which were delivered by Professor Paul Vinogradoff to a distinguished and appreciative audience, were characterised not merely by profoundness but also by a remarkable power of analysis and lucidity of exposition. The learned lectures, which were delivered by Professor Hermann Jacobi on the Theory and History of Indian Poetics, were equally remarkable in their own special line, and revealed to our students the innermost significance of different schools of rhetoric which they had superficially studied without a genuine appreciation of their mutual relation. Amongst scholars who have been closely associated with us for years and with whose attainments we are well-acquainted, I need but mention Mr. Jogindranath Dasgupta, who has given to our students a vivid description of Bengal in the Sixteenth Century and Mr. George Findlay Shirras who is still expounding to them many a mystery in the fascinating field of Indian Currency and Finance. But we have not remained satisfied with the work already accomplished. We have had elaborate arrangements for the year to come, and during the session which is about to commence, we expect to have series of lectures by Professor Sylvain Lévi on the subject of Communication between India and her Neighbours in Ancient Times, by Mr. Bhandarkar, the inheritor of an honoured

name, on the subject of Indian Epigraphy, by Mr. Yamakami, a well-known Japanese scholar, on the subject of India as depicted by Chinese Travellers, by Babu Dineschandra Sen on the Vaisnab Literature of Mediæval Bengal, and by Mr. Dasgupta on the subject of India as depicted by European Travellers in the Seventeenth Century. A series of lectures by the scholars we have named cannot possibly fail to create enthusiasm amongst our students; but to their great good fortune, we have been able, with the kind assistance of my distinguished predecessor in this chair, Sir Alexander Pedler, to secure the services of a number of eminent scientific men of the foremost rank, who will visit Australia as members of the British Association for the Advancement of Science and who have consented, on the way of their return home, to visit Calcutta and to deliver courses of lectures as University Readers, each in the special department of study which he has made peculiarly his own by lifelong study and investigation. In this way, we have arranged to bring our students, next cold weather, into contact with Professor Herbert Hall Turner, Savilian Professor of Astronomy in the University of Oxford, Professor Ernest William Brown of the University of Yale, Professor Henry Edward Armstrong, Professor of Chemistry in the Imperial College of Science and Technology,

Professor William Mitchinson Hicks, Professor of Physics in the University of Sheffield, and Professor William Bateson, Fullerian Professor of Physiology in the Royal Institution.

I cannot leave off this imperfect review of the facilities we have arranged for the higher instructions of our advanced students without a brief reference to the remarks of well-intentioned friends, who take a pessimistic view of the situation and regard all this as [an expensive luxury for which, they maintain, our students are really not fitted. I cannot agree with this depreciatory opinion about the qualifications and capabilities of the best educated amongst our young men. I deny most emphatically, that they are not thoroughly fitted to profit by the elaborate courses of lectures delivered by eminent investigators like Dr. Andrew Russell Forsyth, Dr. Hermann Oldenberg, Dr. Hermann Jacobi and Dr. Paul Vinogradoff. That the seed has fallen on fruitful soil is amply evidenced by the awards we have recently made, on the report of competent and exacting judges, for original research. Amongst these, I may mention the theses on a Problem in Endless Dimensions by Dr. Syamadas Mookerjee for the Griffith Memorial Prize, on the Anatomy of the Atopus by Dr. Ekendranath Ghose for the Griffith Memorial Prize, on a History and Critical Estimate of the

work of Ancient Indian Writers on Medicine by Dr. Girindranath Mookerjee to whom the Griffith Memorial Prize had been on a previous occasion awarded for a highly original and valuable treatise on the Surgical Instruments of the Hindus, on the origin and development of the Bengali Alphabet by Babu Rakhal Das Banerjee for the Jubilee Prize, on the History of Occupancy Right in Bengal by Babu Radharaman Mookerjee for the Onauth Nauth Deb Prize and on Law and Jurisprudence in Ancient India by Dr. Nareschandra Sengupta whom I had just now the pleasure to admit to the highly prized Degree of Doctor in Law. It is a significant fact that although the Premchand Roychand Research Studentship has been awarded this year to Bimanbihari De for a thesis on Chemistry, to Girindralal Mookerjee for a thesis on Curves and to Gauranganath Banerjee for a thesis on Hellenism in Ancient India, the Boards of Examiners were embarrassed by the excellence of the work of rival candidates and regretted that they had not more Research Scholarships at their disposal for the benefit of intrinsically deserving students. Investigations those embodied in the theses I have just mentioned, indicate a high level of intellectual work and cannot be contemptuously ignored. I maintain with confidence that the arrangements we have made to bring the best amongst

our students into touch with some of the master minds of Europe, as also the facilities we have afforded to them for research and investigation, have already begun to bear fruit and have been unquestionably justified.

I shall now pass on for a moment to another aspect of our activities, which has recently engaged the attention of our friends quite as much as of our detractors. Reference has been made, sometimes with a feeling of anxiety, sometimes with a feeling of alarm, to the increase in recent years in the number of candidates for various examinations and of those who have successfully sought admission into the University. The view has been expressed that this implies a depreciation of our standards. Here, again, our critics have reached their conclusion without sufficient data to form the basis of a rational and impartial judgment on the matter. They have forgotten or overlooked the well-known fact that while the standards were raised by the New Regulations, a determined effort was made by the University to improve the agencies for instruction. I find it difficult to appreciate how any true friend of advancement of education in this country can overlook the circumstance that, since 1906, the Schools and Colleges throughout this Province have been re-organised and that in many cases the re-organisation has been of such a fundamental and far-reaching

character as to indicate a veritable rebirth of the Institutions concerned. The teaching staff has been improved and strengthened all round, both qualitatively and quantitatively, libraries have been replenished in numerous instances and laboratories have been provided and have been maintained in a state of efficiency unknown to teachers of a former generation. What is equally important, the sizes of our classes both in Schools and Colleges have been rigidly restricted and discipline has been more stringently maintained than ever before. I do not imply that our Schools and Colleges are maintained in a state of perfection, no one feels more keenly their deficiencies in many vital respects than I do; but I do maintain that they are in their present condition far more efficient as agencies for the instruction of our boys and young men than they were eight years ago. Add to this two other circumstances the true bearing of which no educationist of experience will fail to appreciate. Under the New Regulations, our courses of study are of a far more liberal character than they had ever been before; students are allowed a free choice of subjects and are no longer driven by inflexible Regulations to cram themselves with information upon branches of knowledge for which they have no aptitude. At the same time, our examinations are conducted on more rational lines than

before; candidates are allowed a choice of questions, and papers are framed in most instances, not so much with a view to find out what a student does not know as with a view to ascertain what he does know and for which he is legitimately entitled to credit. On the other hand, we have framed stringent Regulations for the admission of candidates to examinations, and at every stage, from Matriculation to a Degree in the Faculty of Arts or Faculty of Science, every candidate is required to produce a certificate not only to the effect that he has diligently and regularly prosecuted his studies in the Institution which presents him, but also that he has satisfactorily passed the periodical examinations and other tests and that judged from the work done by him the Head of his Institution is satisfied that there is a reasonable probability of his passing the examination to which he seeks admission. Is it seriously maintained that these certificates, signed by educationists who have been placed at the head of Schools and Colleges throughout the country and in every corner of it, are systematically given as a matter of form and embody untrue statements inserted therein deliberately and without sense of responsibility? I shall not take upon myself the difficult task of making a choice between two disagreeable alternatives,—either these certificates produced by our candidates are deliberately

false or they are furnished by educationists without judgment I will leave it to our critics to make their choice of either branch of this libel upon the earnest and devoted band of teachers to whom has been entrusted the education of our boys in Schools and of our young men in Colleges I also decline to lend countenance to the charge, sometimes covertly, sometimes half-openly brought that there is a conspiracy amongst all our examiners in every subject at every examination to depreciate the standard. Apart from the inherent improbability of such a combination, I will mention to you an interesting incident which happened quite recently One of our well-meaning friends, who has been alarmed at the increase in the number of successful candidates and who apprehended that the result was due to depreciation of standard, was entreated by me to take part in the conduct of the examination for the Degree of Bachelor of Arts. He consented with some hesitation and reluctance, and when the marks awarded by him to the candidates came to be compared with those awarded by his colleagues, it transpired that he had let through nearly twice as many as the most considerate of his fellow-examiners. But, pray do not misunderstand me, I and my friends advocate an elevation of the standard, not merely of examination but also of instruction. We do not

desire the circulation of base coin as genuine. We fully appreciate that if our graduates and undergraduates are to hold their own in all the vocations in life and are not to tarnish the fair fame of their Alma Mater, they must be adequately trained. I lay stress, from this point of view, on measures calculated to raise the standard of instruction, and I feel no sympathy with friends and critics whose conscience is satisfied when they hear that thousands have failed at an examination and have been kept out of sight. I feel no admiration for the policy of the ostrich. I desire to emphasize the urgent need for improvement in method and arrangements, and I feel convinced that if you train the Indian student properly, he will stand successfully the most searching tests, you may devise. Let us, then, not be haunted by anxiety or alarm at the mere increase in the number of students. But let effect be loyally given to the wish nobly expressed by our gracious King-Emperor that there may be spread over the land a net-work of Schools and Colleges. There may be unhappy people who are alarmed at the spread of education, and who frighten themselves with the idea that rapid developments in the field of education as also the promoters of those movements are a menace to the country. Let them remember that it is not knowledge but ignorance, not true instruction

but bad education, which fails to build up character and proves a source of danger to the community; let them realize also that before their narrow views prevail, they will have to take steps to alter the proud motto of this University from the Advancement of Learning to the Restriction of Knowledge

I trust I may be permitted to add to this rapid survey of the work and events of the last year, a few remarks on specially important features of University policy. In the first place as to our arrangements for Post-graduate teaching, with which I know fault has been found by some or perhaps many on various grounds. Critics have suggested that at any rate M.A. teaching does not fall within the legitimate sphere of the work of the University, which may be expected to provide teaching of the higher standard—leading up to research—but should leave specific M.A. teaching to the Colleges; and, again, fault has been found with our actual teaching arrangements, our accommodation and like matters, and doubts have been expressed as to the stability of our scheme. That it is just Universities which should undertake M.A. teaching may easily be and has indeed been argued on general grounds: but I prefer to take a more practical line. Our University has come forward to take upon itself an important part of the M.A. teaching in Bengal, because

there was an urgent need that it should do so, because there were no other agencies to supply what the times required. You remember that as soon as the New Regulations came to be enforced, the old M.A. Classes vanished and rightly vanished, with a few exceptions notably those of the Presidency College, for the simple reason that almost all the Colleges were not judged, did not indeed judge themselves, to be in a position to provide M.A. teaching in any way corresponding to the requirements of the New Regulations. Such was the general state of things in 1906; such continue to be the state of things in 1914. I have neither time nor desire to discuss at length this evident fact. Now, no body I assume will maintain that Bengal is to remain without M.A. teaching. How then is such teaching to be provided? Is the entire task to be entrusted to one institution, let us say the Presidency College which is financially as strong as the Government of Bengal chooses to make it? This is not possible for the very simple and manifest reason that the Presidency College, however well staffed and equipped, can take in only a small fraction of the students who ardently seek for assistance and guidance in the fulfilment of their ambition to go beyond the B.A. stage. Apart from this, the authorities responsible for the maintenance of the College really were exceedingly slow to bring their

institution up to the new standards even in a few branches of study. I cannot refrain here from the general observation that it took a long time for educationists to recognise even in this Province that the new Regulations for the M.A. degree prescribed courses of study essentially different from and superior to the old courses. The former M.A. teaching, as we graduates of the older generation knew it, was nothing but a somewhat more leisurely and languid B.A. teaching. The M.A. teaching, as contemplated by the New Regulations, is at any rate intended to be instruction in a highly specialised department of knowledge. New agencies had manifestly to be created, and the idea that the University should take upon itself a task to which the Colleges were not adequate presented itself so naturally, so inevitably that I consider it altogether needless to dwell on this point. It was first thought, at least by many of us, that the University might carry out the new task by a judicious use of existing agencies, that is, in this case the higher sections of the teaching staff of the more prominent affiliated colleges; in other words, the best B.A. teachers of these Colleges might, it was thought, form in combination a staff of University M.A. Lecturers. Our first tentative steps were in fact dominated by this idea. But this scheme, though attractive to the theoretical eye soon showed itself to be

entirely impracticable. Colleges which can hardly manage B.A. Honours teaching cannot afford continuously to depute their best teachers for M.A. work in the University classes. An arrangement which depends on the good will merely of a number of independent agents is generally not to be expected to work harmoniously and without constant breaks. It is a most difficult, really impossible, task to arrange a working time-table when the Lecturers are bound to consult in the first place the interests of their Colleges, not those of the University. Every one may easily work out for himself other difficulties inherent in the scheme. Let me point only to the one further fact that it inevitably excludes from so called University work the staff and students of all Colleges not situated in one centre, Calcutta in our case. There was no help the plan of the University M.A. classes, if it was to succeed at all, demanded the immediate creation of more permanent, more reliable, and more manageable agencies, that is of a body of teachers who would devote themselves entirely to University work and would have over themselves no other authority but the University itself. The advantages of this plan, indeed, are so patent that, in spite of what I stated just now as to the attractions of the co-operative College system, it would beyond

doubt have been suggested and accepted from the very beginning, had it not been for the financial difficulty. Well, we have had fairly good fortune in this respect. The influx of eager and enthusiastic learners into the University M. A. classes has been so great that the teaching department of the University is at present almost self-supporting. This, as our friends apprehend and as our critics inwardly wish, may not last for ever, as our numbers may fall; but I venture to declare that an institution of this kind, with so vigorous a life and so undeniably meeting a great want, will, in all fairness and according to the principles of educational policy hitherto avowedly followed in this country, be fully entitled to further substantial help from Government, even if its numbers should be one-half or one-third only of what they are now.

We have a very competent staff, both for ordinary M.A. teaching, and, in certain directions, at any rate, for higher developments. That the staff should gradually be strengthened we admit; this will mainly be a question of means. But meanwhile we claim for ourselves that we do much which no other rival agency could possibly undertake at present. I energetically deprecate the idea that a rigid dividing line may be drawn between M.A. teaching, and certain higher courses of instruction, let us call

them research courses. M.A. teaching need not primarily aim at fostering the spirit of original research and investigation ; but it should somehow be imbued with the spirit, so that specially qualified youthful minds may have a chance to catch sparks of its fire. All our students when they take the B.A. degree are past twenty : it is surely time then that the further courses of study they may wish to undertake, should possess a genuine academic quality and that they should not be told to stay contented with a mixed up glorified B.A. teaching until they have taken their M.A. degree. The presence and influence of the University Professors should help to impart to our M.A. instruction that peculiar flavour which distinguishes academic teaching from school teaching ; and, as a matter of fact, all our Professors do take some part in M.A. teaching, either directly or—as in the case of Dr. Young,—by organizing and stimulating the work of the regular M.A. teachers. Our present accommodation, no doubt, is scanty : the financial difficulty is heavy, and every one knows what serious obstacles beset all attempts at expansion in this quarter of Calcutta. In this point also, we confidently look forward to help—help earned by the courageous attempt to initiate a great new movement under adverse circumstances. And our present accommodation, although, indeed, far from ample, does not at

any rate preclude the possibility of useful work. We do not dream of establishing for ourselves a monopoly of M.A. or research teaching. We shall welcome all sound competition. we feel ourselves free from the spirit of jealousy. Other institutions may do work as good as ours: they may possibly even do better work. But I here wish to emphasize two points. We shall, in the first place, strenuously oppose all attempts that may be made to judge us by standards arbitrarily set up by unsympathetic outsiders. While we readily acknowledge that there may be other ways and methods in the sphere of higher instruction, we claim the right to proceed in our own way, and refuse to be judged on any other ground than that of the ultimate results of our work. In the second place, I do not for a moment hesitate to claim for our scheme and arrangements, necessarily incomplete and imperfect as they at present are, very distinct advantages over any rival scheme and arrangements now in existence. I shall here speak with perfect plainness. I, and I may add with confidence, many of us, do not consider institutions, such as our present Government Colleges, as places likely to develop into homes of true University teaching. I do not mean to ascribe the fault to the teachers who compose the staff of those institutions, many of whom, I know, are men of very high ability. But the

conditions under which they work are altogether unfavourable. It will take a long time before the old tradition that the efficiency of a College is to be measured by the results of its B.A. work will pass away. At any rate, the eventual M.A. teachers will continue to be clogged with the responsibilities of heavy undergraduate teaching. The Principal will continue to be absorbed by administrative duties. But there are even graver difficulties. The career of a Government College Professor offers, in the case of Europeans, at any rate, absolutely no attractions. The position is held in indifferent esteem; the pay is, according to general Indian views, decidedly mediocre. The Junior Professor, therefore, has as a rule no higher wish than to cease to be a Professor, he very naturally aims to become, as soon as possible, a Principal, probably in a College outside Calcutta, or an Inspector of Schools with a higher pay than a Professor, or, an Assistant Director of Public Instruction, or if he can manage it, a Director of Public Instruction. Is there, I frankly ask, at the present moment a single Professor in a Government College in Bengal who would not at once—had he the chance—go as Director of Public Instruction to, let us say, Bihar and Orissa, or Burma, perhaps even Assam, giving up without hesitation, although, perhaps, not without a secret sigh, the hopes and ambitions which he may have

cherished that one day he may become a distinguished teacher, writer or investigator, in some special department of knowledge? I would not for a moment blame him for his choice : if, perhaps, not ideal, it is altogether natural, we may say inevitable. But it is evident that a system which constantly tends to deplete Colleges of the most talented and ambitious members of their teaching staffs and to divert those men into non-scholarly careers, is an effective check on the development of an academic spirit in the higher sense in those Institutions. Altogether different, I trust, will be the conditions in our new University College. Even now, with our very limited means, we have been fortunate enough to attract into our ranks men of high eminence who are contented to stay there, and devote themselves to teaching, writing and research. That they stay with us in a single minded spirit, and concentrate their minds on the interests of the institution and on their own private work directly connected with those interests, is indeed an essential condition of their appointment. We shall no doubt by and by require ampler means in order to attract and retain the most suitable men. we cannot expect that the good fortune which we had in our first appointments will continue. However this may be, I do not despair that we shall bring forward in course of time a

new type of men, of true University Professors in the European sense; and that to such men among us, there will be not denied in the future that position and esteem which they already enjoy in every civilized country except India, is, perhaps, not altogether beyond the scope of hope.

There are two further points on which I venture to claim your attention for a short while. In the first place, I wish to emphasize that the recent new developments of our University must be met by suitable changes in our constitution. I do not touch upon the wider question of a general revision of the Regulations—this was accomplished in the case of the Faculty of Medicine last year, though the orders of the Government of India have not yet been issued, and the proposed changes in the other Faculties will have to be taken in hand before long. But, meanwhile, certain important modifications are urgently needed. A University which has actually widened and changed as much as ours has done within the last few years, manifestly cannot work under rules framed years ago in view of an essentially simpler organization. The question is of a highly complicated character and will require the most careful elaboration. Here I wish to invite your attention to one specially important aspect only. We at present employ experts, headed by

University Professors, for most of the higher branches of study; that is, we have small bodies of men to whom there must necessarily be assigned a part at least of the functions hitherto exercised by the Boards of Studies elected by the Faculties. Not to do so would be to lay lame the new development in one of its most essential features. To delimitate the respective functions of the old Boards on the one hand and the new bodies of experts on the other hand, will require a great deal of insight and tact; but certain outstanding features appear to reveal themselves at once. We may admit, I think, that the Senate, composed of men chosen for their general culture and learning and their special knowledge and experience in matters educational, may remain entrusted as hitherto with the function of determining the general courses of study to be followed in our Colleges up to a certain standard, possibly the B.A. standard; for up to that stage, the education and instruction imparted to our students is, on the whole, of a general non-specialised character, and the questions likely to arise in connection with it are of such a kind that a man of sense and culture may be held capable to form a judgment on them. These matters, consequently, may be left as hitherto, to the existing Faculties acting through the Boards of Studies. On the other hand, it is evident—and I wish to emphasize

that the view I now advocate, though no doubt rendered clearer by recent developments, is by no means altogether novel, but has since a long time urged itself upon the attention of critical observers of the proceedings of the University—it is evident, I say, that all the arrangements as to the higher specialized courses of studies, that is, the M. A. courses, the conditions for admission to the Degree of Doctor, and other like matters, should be left entirely and solely to those special experts whom the University entrusts with the task of instruction in those subjects. The University Professor of Mathematics, to take one illustration only, and his helpers *i.e.* all the M.A. Lecturers in Mathematics, will, under this system, *ex-officio* determine the higher courses, text-books and methods of examination in Mathematics: they will not require to be elected for that purpose, nor will their privileges in that direction be shared by any one who is not one of the higher Mathematical teachers. The same arrangement will hold good with all branches of higher learning for which the University has special teaching arrangements. These Boards of Higher Studies will be composed not only of University Teachers in the narrower sense but include all the higher teachers in affiliated Institutions as well.

There now remains one further topic only, on which I cannot on this occasion refrain from

making a few remarks, a topic, indeed, of the deepest importance, which I approach, I will not say with apprehension, but with a very special sense of responsibility. The topic is one on which I have not touched in any previous convocation address, although it has constantly been in my mind and more than once has tempted me to give it utterance. If now I speak out with some measure of freedom, it is because a man, who is about to take leave from an important office, on the one hand may claim certain privileges, and on the other hand feels more strongly than ever the imperative call of duty. The question which agitates my mind is that of the degree and measure of ultimate independent authority which a corporation such as the University of Calcutta is entitled to claim. It is well understood that an Indian University, which is the trustee and guardian of great public interests, is ultimately accountable for all its measures to Government, whether that Government be provincial or supreme. The Universities rest on legislative enactments, emanating from the supreme authority ; their functions and duties are defined thereby, and they may legitimately be held accountable to the supreme authority for the way in which they exercise their functions and discharge their duties. Cases are imaginable in which a University might grossly neglect its duties or else take measures directly opposed

to great public interests, and thereby might render itself liable to incisive interference, possibly complete suspension of its functions, by the supreme authority. This no body will dispute in an extreme case, in a crisis of a grave nature. But without imagining crises of so exceptional a nature, one may also admit that the supreme authority is, in the interests of the community, entitled, nay bound, to follow with attention the work of the University and, should the public interest clearly demand it, to interfere, possibly with a remonstrance, possibly even with a veto. Cases again may occur, in which the Government are in possession of important information which was not shared by the University authorities at the time when they decreed a certain measure, and in the light of which that measure may appear objectionable or altogether impossible; in such cases, intervention on the part of Government, in some form or other, may possibly be justified. These general principles need not be seriously disputed. The doubts and difficulties begin when we come to concrete cases, and try to define the exact line which separates the sphere within which what for the sake of brevity I will call Government interference, is justified, from the sphere within which the University authorities, in the interest of efficient discharge of duty, should be allowed absolutely free hand. The task of delimitation, no doubt, presents

difficulties; but it cannot be declined. For I do not hesitate to say so—there have been, in the course of the last three years, instances, by no means few, in which the action of the University has been interfered with in a way which I cannot characterise otherwise than needless. Let us consider for a moment the lines on which the University is constituted. Ultimate authority in all University matters rests with the Senate. The Senate of the Calcutta University consists of one hundred Ordinary Fellows, of whom eighty are directly nominated by His Excellency the Chancellor. It may be assumed that care and judgment are exercised in the selection of men who are fully fit for their important position, men who have given general proof of capacity and character, and who moreover are specially interested in or acquainted with, the various aspects and problems of education in its different grades. Of the remaining twenty members of the Senate, ten are directly elected by Registered Graduates and ten by the Faculties; and we may hence accurately state that the Senate is practically, that is to the extent of ninety per cent., a body of educational experts nominated by Government. The Syndicate, again, the Faculties, the Boards of Studies are essentially Special Committees elected by the Members of the Senate mainly from amongst themselves, under definite rules sanctioned by the

Government. The Vice-Chancellor, the business head of the University, is directly nominated by Government, and every important measure proposed by the Syndicate requires the sanction of the Senate which, as I have said, consists almost exclusively of nominees of Government. An evident corollary of the constitution of the University, thus shortly characterized appears to me to be that the University is a corporation, a priori entitled to all confidence on the part of Government and fully entitled to independence of action within its own sphere, a sphere quite sufficiently limited *ab initio* by University Acts and Regulations, which lay down with great rigour the general lines on which the University has to be managed. But is such independence practically allowed? Far from it, as the history of the last ten years amply proves. I, on purpose, refer to those ten years, because they represent a period of unusual activity which offered quite special opportunity to test the soundness of the present rules of procedure. To make the situation quite clear, allow me to give a few details, which in this form are not exactly actual but are very fairly representative of the actual.

Let us assume that the Faculty of Arts proposes, the Syndicate assents to and the Senate finally sanctions a motion to the effect that the subject of Comparative Philology should no longer constitute an independent subject for the

M.A. Examination, but should be combined with the subject of Indo-Aryan Philology. With what possible advantage, I ask, can a resolution of this kind be submitted, as it is now required to be submitted, to Government for sanction? Is such a sanction absolutely formal or not? In the former case, let the present rule of procedure be dropped, it encumbers and delays business. In the latter case, may the Secretary of Government, into whose hands the resolution will go, be expected to be an expert on this question as well as on all similar ones? Or, is it desirable that he should be allowed to criticize, eventually to reject, the recommendation made by the best experts of the University, who themselves are Government nominees, on the basis of advice tendered to him by some expert, real or *soi disant*, whom he may have an opportunity to consult on the matter? Take another example. The Syndicate, after long and careful consideration of some question of affiliation, recommends that a College be affiliated to the B.A. Honours standard in a subject. The Senate joins in the recommendation. The Secretary of Government at Simla or Delhi, to whom the recommendation is submitted, objects, perhaps for the reason that the particular Professor who will have to teach the Honours subject, and about whom the Secretary personally knows nothing whatever, has taken only a Second Class

in the M.A. Examination. The Syndicate replies that they have carefully gone into the question, that no first class man is available for the post, that the designated Professor is personally known to the Members of the Syndicate and is judged by them to be fully competent for the work proposed to be entrusted to him. To this the Secretary replies, perhaps, that he is satisfied with the explanation, or perhaps, that he is not. Further correspondence follows, the result is either that the opinion of the fully competent men on the spot is, in the end, accepted after a protracted, vexatious and possibly injurious delay, or, what is equally likely, is rejected by an official whose competence in the question is unavoidably less than that of the Syndicate. Every one acquainted with the history of the University in recent years will remember numerous similar instances. What I have said suffices, I think, to prove the imperative need of a thorough revision of the present rules and modes of procedure. The University, may justly, in view of its fundamental constitution and character claim a wider scope of independent, untrammelled action than it possesses at present. No University can grow which is not free from all external control over at least the range or the modes or the subjects of teaching. Interference with its liberty, within a certain sphere, is after all

injurious to the interests it represents : if, nothing more, it creates delays and makes the procedure needlessly cumbersome. May I add a little finishing touch to my brief description of the present situation? Is it really necessary, I ask, that when a college applies for affiliation in Hebrew to the B.A. standard, it should, in support of its application, submit to the Syndicate for transmission to Government, a gigantic tabular statement, several yards long, showing in detail the superficial area, correct to the fraction of an inch, of every class room of the College?

Allow me a few further words on a special branch of the general topic with which I am now dealing—on what I may term the financial liberty of the University. The Indian Universities have necessarily ceased to be entirely self-supporting institutions. The new demands made on them by the Indian Universities Act—an Act prompted by the consciousness of the absolute need of such demands,—have deeply affected our financial position. The old situation was simple. we had merely to take care that the fees charged for admission to examinations should suffice for the salaries of the Registrar and his staff, for the charges connected with the examinations (the principal item here was the fees of examiners) and for a number of other kinds of expenditure which may be termed minor. As a matter of fact, all this could be

provided for on the basis of a system of very moderate fees. But now enormously greater demands are made on us. We are called upon, by the Indian Universities Act, to appoint University Professors, Readers, Lecturers, to establish Libraries and Laboratories, and in general to take whatever steps may be conducive to the furtherance of Learning and Research. All these demands would, it is evident, be futile, mere empty words, if there was no reasonable hope of means which could enable the Universities to cope with their new tasks. Here, claims on the Public Funds are clearly justified; and we gratefully acknowledge that the Government of India, as soon as the Indian Universities Act was passed, not only readily recognised the new situation but came forward as actual helpers. Considerable grants have, in the course of the last few years, been made to the Universities for the general purposes indicated above, and I venture to maintain that the University of Calcutta has made excellent use of the share allotted to it. In addition, we have three University Chairs, for the foundation of one of which we are indebted to the late lamented Lord Minto and for the other two to our present Chancellor. We have thus made a beginning, at any rate, in the sphere of University teaching; but we cannot too strongly emphasize that it is no more than a mere beginning, and that even to maintain

what so far we have established, ampler funds are required in the near future. The main point in this connexion, however, is that whatever financial help we receive, should be permanent or at any rate assured for fairly long periods. To grant funds for a Professorship, with the proviso that the grant may be suspended at any time, implies a practical contradiction ; for how can the University attract really good men—such men as are absolutely required if our new scheme is to succeed—unless it can guarantee to them a certain fixity of tenure ? The position imperatively demands sympathetic consideration from a truly statesmanlike point of view. We are engaged in a great work . we have had assurances of sympathy and some amount of actual assistance on the part of the Government. Our work will be rendered nugatory, unless we are assured that the sympathy and assistance will be continued I hardly need elaborate the practical conclusions to be drawn from this short exposition of our situation. But I wish to go further, beyond this short indication of present needs. I maintain that a University, constituted as ours is, composed mainly of a body of nominees chosen by Government, presumably because specially qualified to give advice and direction in all higher educational matters, may very justly claim to be regularly consulted as to its financial needs also. The University is a great public

concern, entrusted with the care of public interests of the most vital kind ; why should it not be allowed a voice as to what share of the public revenue might be devoted to University purposes ? At present, whatever we do we do in the dark as it were Grants are made from time to time, fortunately But on what principle ? What steps are taken to ascertain the needs of the University, and to regulate financial help in accordance with these needs ? It surely is time to recognise explicitly that under the Indian Universities Act great new functions, great new responsibilities devolve on the Universities, and that decisive steps must be taken to put the Universities in a position satisfactorily to discharge those functions, fully to meet those responsibilities It is high time that all this should be realized and that suitable action should be taken , the present confused and disheartening position clearly cannot last much longer without serious detriment to the cause of University education in this country

I make no doubt that the members of this University will understand me, will feel with me, if I state that the present occasion is to me a moving one I may say, a solemn one. I have addressed as Vice-Chancellor seven ordinary Convocations before this day. It is now eight years ago that the confidence of the Government of India summoned me to the place and dignity

which I shall now relinquish in a few days. Eight years is a long span of time, and as time is most truly measured by the amount of work that may have been achieved or attempted within it, these last eight years really mean for me a much longer period. For, although I may sincerely assert that, from a very early stage, my life has been an exceptionally laborious one, the period during which I have presided over this University has made vastly greater claims on my energy and strength than any previous period of the same duration. I need not point out to you that the duties of my permanent judicial office are unavoidably and unremittently heavy; nor need I refer to all those minor—but, in their aggregate, by no means slight—calls on my time and working power, which a man in a certain rank and station cannot decline. Nor need I dwell on the fact that the duties of the Vice-Chancellor of one of the great Indian Universities are not exactly light or unimportant, under any circumstances; even the routine work of an *uneventful period consumes much time*, and demands a good deal of patience, if nothing more; and I believe no Vice-Chancellor has ever passed, even through one of the normal terms of office, without an occasional call to grapple with business of grave import and high responsibility. But, in my case, the period of office has not only been unusually long, but

it has imposed upon the business head of the University, an absolutely unprecedented burden of toil and responsibility. No doubt, I entered on my University work with a clear discernment of what in general awaited me. I assumed office at a time when, after a strenuous and protracted effort, the Senate had failed to complete the New Regulations required to be framed by the Indian Universities Act, and the first duty devolving upon me was to preside over the deliberations of a Special Committee appointed to frame a complete body of New Regulations for promulgation by the Government of India. The task was onerous in the extreme, notwithstanding the valuable drafts prepared by the Senate as the result of many months of deliberation and in spite of generous assistance of able and experienced colleagues. The next urgent task—a task infinitely more trying than the one first accomplished—was actually to reshape the life and working of the University, on the basis of what had been settled in theory. The task was one to make even the most courageous and ambitious aspirant to the dignity of Vice Chancellors pause and consider. The general aims to be worked for, no doubt, were indicated with sufficient clearness by the Indian Universities Act and by the New Regulations framed in accordance therewith. But masses of details—the order of work, the constitution of new

agencies, the modes of procedure and other like matters—had to be determined independently, and it was manifest that the true practical difficulties would reveal themselves only in the course of operations. It would be difficult, hardly possible, in fact, to characterise in one brief sentence all the demands the Indian Universities Act made on the Universities—thorough re-organisation, reform, revolution, each of these terms would, in a way, be justified, but would express one aspect only. But I was sanguine and cheerful at the time. I appreciated the honour of the call to the helm of affairs at so critical a period, and it had always been my ambition to be allowed to do something—something great as I flattered myself in my youthful dreams—for the good and the glory of my Alma Mater. The thought that the opportunity had come delighted me; my imagination was fascinated by the picture of all that might be accomplished, and the idea of great obstacles to be overcome only heightened my energy. I accepted office—And then, indeed, there began for me a time of great toil and trouble! Do not, I pray, tax me with undue egotism, if in this part of my address I so frequently have to refer to *myself*, to *my* work, to *my* troubles. My labours and my troubles have been shared by many, and I rejoice in the opportunity now afforded to me to give

emphatic public expression to the sincere gratitude I owe to all those individuals or corporate entities—who in the course of the last eight years have co-operated with me so strenuously, willingly sacrificing leisure and convenience. Greatest of all is my debt to that Body which, although not ultimately responsible for the policy of the University, yet shares with the Vice-Chancellor the high responsibility of initiating all important new measures, I mean the Syndicate. Throughout these eight years, with the sole exception of a few weeks' holidays, there has been a long Syndicate meeting on every Saturday—not to mention numerous extra meetings—and on no occasion were we compelled to adjourn owing to the absence of a quorum. Indeed, I have ample reason to felicitate myself on the help of colleagues so nobly, so generously responding to the often rather merciless claims I had to make on them. My debt to them is immense. At the same time, it is a fact that in all the more important branches of University work, the Vice-Chancellor himself necessarily has to exercise two functions to which the highest responsibility attaches—he has to introduce new important measures, and he has to guide the Syndicate to profitable and if possible unanimous resolutions to be laid before the Senate. These duties are not light ones, even in calm and non-controversial periods,

but they become grave, nay formidable, in times of storm and stress, when circumstances demand vital changes and drastic measures, and you all know that such were the circumstances during the last eight years. Reforms of the most incisive kind had to be carried through in every department of University life ; demands formerly unheard of had to be made on all who claimed privileges in connection with the University. The mere routine labour to which all this gave rise was, I may truly say, enormous , but what was much more burdensome was the anxiety, the mental distress, unavoidably caused by business of this description. I do not so much mean apprehension and anxiety as to the success of new measures proposed , what I have in my mind rather is the necessity under which the advocate of revolutionary steps sees himself to challenge opposition, to hurt the feelings, possibly of the best of friends, to incur the risk of having his motives and aims misconceived and misinterpreted, to attack what are called vested rights and traditional privileges. All this distress, all this bitterness, we the working members of this University have tasted in full measure. The last eight years, in truth, have been years of unremittent struggle ; difficulties and obstacles kept springing up like the heads of the Hydra, each head armed with sharp and often venomous fangs. A late

lamented member of the Syndicate once very aptly alluded to the toil of the Syndicate and the Vice-Chancellor as truly Herculean. Of myself, I may say with good conscience that if often I have not spared others, I have never spared myself. For years now, every hour, every minute I could spare from other unavoidable duties—foremost among them the duties of my judicial office—has been devoted by me to University work. Plans and schemes to heighten the efficiency of the University have been the subject of my day dreams into which even a busy man lapses from time to time; they have haunted me in the hours of nightly rest. To University concerns, I have sacrificed all chances of study and research, possibly, to some extent, the interests of family and friends, and certainly, I regret to say, a good part of my health and vitality. Do not imagine, however, that I repine at the sacrifices made. I have had my reward in many ways. I need not remind you that great comfort springs from the consciousness of rectitude of purpose, from the conviction that the cause to which one devotes all his strength and for which one renounces the ordinary delights of life, is a high and sacred one. But, in addition, I have enjoyed many bright moments of a more definite character. I have been cheered by expressions of confidence and approbation on the part of successive Chancellors and

Rectors, by the sympathy and applause of friends, by a long continued series of successes, and even the constant toil and strife have not been devoid of inspiring effect, for, as you know, there is such a feeling as the 'joy of battle' Much of those successes was of a merely transient nature, but much also persist, may claim to be called permanent, nay imperishable. For it would be false modesty on my part, now that I am about to vacate the office of Vice-Chancellor, not to acknowledge that during my term it was given to the Senate, to the Syndicate and to myself, to render to our University services the greatness of which cannot be disputed. I confess to a feeling of high pride when my thought dwells on what has been accomplished within the last eight years I will not detain you with anything like a complete enumeration of details and will say nothing as to all those measures, highly important as they were, which aimed at no more than the reform and improvement of existing agencies and institutions. A higher feeling of pride and satisfaction naturally connects itself with the thought that a considerable portion of what we have accomplished may be designated as a new creation, that we have planned and carried out what had previously hardly been imagined and certainly not attempted either here or in any other Indian University. It is no slight thing

to have initiated, at any rate, a comprehensive scheme for the satisfactory housing and the superintendence of the entire student population, a scheme, the fulfilment of which has been unhappily retarded by the lack of needful funds. It is no slight thing to have effected a total reform of legal education in Bengal and to have built up a noble University Law College, where instruction in Law is imparted to hundreds of students on a plan infinitely more methodical and comprehensive than anything in the same line ever dreamt of in India. It is a great thing to have found means to open once more, to the gain and benefit of our University, the sources of private liberality which for so many years seemed to have run completely dry. And—here I must confess to a feeling of quite peculiar quality and intensity in which there are blended proud delight, reverential gratitude to divine Providence, a deep sense of obligation to all our kind helpers from Government downwards—it is a truly great thing to have contributed towards that great widening and raising of the functions of our University which has accomplished itself within the last three years, to have assisted at the birth of the *Teaching University* of Calcutta. As to the history of this great, this epochmaking movement, I need not add anything to what I have said in an earlier part of this address. I realise to the fullest extent how far we are

as yet from the complete establishment of those Teaching Faculties which our Gracious King-Emperor, in his reply to our loyal address, pointed out as constituting the most urgent need of our University ; but I think we are entitled to feel largely satisfied with the beginning we have made. The gathering of the highest section of our present teaching staff was indeed a laborious and delicate task, but our labours have not been without an ample measure of reward. I rejoice to see the Chair of Mental and Moral Philosophy, called after our Gracious Sovereign, filled by my distinguished friend Dr. Brajendranath Seal, who, we all hope, will now find the long desired leisure to give its final form to the great Synthetic System of Thought which he has been silently elaborating during so many years. It fills me with special pride that in Dr William Henry Young, we have a Hardinge Professor of Mathematics of the very highest eminence, one of the great leaders in the domain of modern mathematical speculation. It is a source of infinite satisfaction to me that we have been able to engage for the Chair of Ancient Indian History and Culture, associated with the name of His Excellency the Governor, the services of Dr. George Thibaut, a man in whose mind study and reading of the widest extent and continued during a life time, have matured the golden fruit of wisdom, and who is

fitted, as few indeed are, to do full justice to all the aspects and phases of Indian life and Indian intellectual development throughout the ages. I congratulate myself and the University on our having prevailed on a man so intimately associated with the development of higher education in Calcutta and so justly revered and loved by many, as Professor Henry Stephen, to undertake the teaching of English Literature in our M.A. Classes, with the collaboration of Professor Robert Knox, a distinguished alumnus of the University of Oxford. I welcome in Professor Hamilton and Professor Strauss worthy representatives of modern English economic thought on the one hand, of the great philological schools of Germany on the other hand. I note with special delight that in the ranks of our M.A. Lecturers also, there are men so distinguished for powers of original thought as Dr Syamañdas Mookerjee and Dr. Hiralal Haldar, to mention two only of the most brilliant names. I think with pride and deep satisfaction of the new University College of Science, the foundation stone of which it was given to us to lay yesterday, and of the highly competent staff of teachers and investigators who before long will be congregated there,—foremost among them Dr. Prafullachandra Ray, of whom Calcutta, Bengal and India are so justly proud. In addition to all these teachers, permanently

attached to us, I recall to your minds the series of European scholars of the highest distinction, who, as Readers of the University, have delivered to our students special courses of lectures—Dr. Felix Schuster, Dr. Gilbert Walker, Dr. Hermann Oldenberg, Dr. Hermann Jacobi, Dr. Paul Vinogradoff and others—the lectures of all of whom have been or will shortly be published by our University. Nor must I forget our Indian Readers and lectures like those delivered by Babu Dineschandra Sen on the History of Bengali Literature, which also mark an epoch in their way. I may further recall to your mind the series of excellent theses written in recent years by Graduates of the University for the Degree of Doctor in the several Faculties, for the Jubilee Research Prize and for the Griffith Memorial Prize. Truly, the signs of the awakening of higher intellectual and scholarly ambitions among our students are not absent, a new spirit is abroad amongst us also. It is evident to me that the educated section of my countrymen is convinced that new intellectual agencies, new organisations for the advance of knowledge, learning and research are an imperious need of the times, that they are satisfied that the University of Calcutta should be the leader in the new movement, and that what so far we have accomplished has their approval and has inspired them with that confidence in our powers

and good-will which we require for our further advance. I repeat, the thought of all this is a deep comfort to my soul.

The joy and pride to which I confess are not, however, all unmingled. I too vividly remember, I too intensely feel the after-effects of all the struggles we had to pass through before the accomplishment of our aims, not to feel at times seriously anxious as to the future of what I may call the New University. Though much has been done, more remains to be done, and who knows what the future may bring. I at times truly feel like the careworn toiler of the soil, when, on fields first brought under the plough by him, he at last sees the earliest tender green shoots issue from the ground. He dwells in remembrance on the long series of hard labours he had to undergo in order to carry things so far—the felling of trees, the digging out of stubborn roots and stones, the draining of marshy soil, the clearing of obstructive weeds, and then finally the toils of ploughing and sowing. Now, at last, the first fruits of all this labour begin to show themselves, refreshing his eyes and gladdening his heart. But yet how much may not intervene before full fruition is obtained, before, from the delicate emerald shoots there have risen the serried ranks of rigid ears, each of them proudly balancing at the top its little treasury of golden grains, and, again, how much

may not happen before all those precious grains have been safely gathered and stored in barns, ready to supply wholesome food for the cultivator, for his family, for his tribe. Untimely drought may wither the young stalks, storms and rain may beat down the ears, fierce hail may lacerate them, noxious insects may destroy the ripening grain. The cultivator has done his best ; he now stands helpless ; nothing is left to him, but to hope, to pray and to trust. I repeat, I at times feel like that toiler of the fields.

I too, or let me rather say, we too—I and my helpers—have worked in the sweat of our brows, have spent laborious days and anxious nights ; we too have hoped for a glorious harvest, a harvest not palpable but not the less real on that account, a harvest in the fields of the spirit and the intellect, supplying nourishment which a great people needs, no less than wholesome material bread, pure water, a pure atmosphere. We have prepared the ground and now see the first fruit of our labours. But here also how much may not happen to prevent the full ripening of the harvest. I must admit that when I recall to memory all the difficulties it gave us such heavy trouble to overcome, and when I picture to myself in my imagination all the difficulties that may beset the future path of the University, I have moments of deep anxiety. The steady opposition which we had to

face is not yet crushed,—and it is all the more dangerous when it chooses to move in the dark. Sympathy has failed us in quarters where we had a right to demand it, and where we confidently reckoned on it. But more even than well defined opposition and clearly declared want of sympathy, I dread want of fortitude and energy on the part of those who at the bottom view our efforts with approbation, I dread that pusillanimity which shrinks at the first rough collision with determined hostility, that cowardly spirit of compromise which so often induces the weak man to accept a fraction of the reward for which he has hitherto contended, while one resolute step in advance, one bold thrust of the arm, might have secured for him the whole glorious prize. All these dangers I vividly realise, and hence my feelings are sometimes not unlike those of the husbandman when he sees dark clouds massing on the horizon and hears the muffled sound of distant thunder. To me also, nothing is left but to hope, to pray, to trust

But far be it from me to close this address of mine on a note of fear and despondency. The spectres of doubt and apprehension which at times crowd round the bravest even, vanish into nothingness when faced with resolution. When all is said and done, there is alive in the depths of my soul the unshakable conviction that I and

my helpers have, during these last years, fought a good fight'; that the light, which has kept beckoning us onward on our rough and dark path was not the fitful gleam of a willo'-the-wisp, but the steady radiance of a pure and holy flame for ever burning in a glorious temple however far remote—a shrine dedicated to the worship of Truth and the Ideal. Let us, therefore, advance, the banner of progress in hand, with bold but not unwary steps, drawing confidence and inspiration from the consciousness that so many of the best and truest men of our people are in full sympathy with us; that the rising generation has availed itself with eagerness, nay enthusiasm, of the new opportunities we have created for higher studies; that the sparks of the new inextinguishable fire kindled in 'our midst have already leapt to all parts of India, and that the Sister Universities are eager to imitate and emulate what we have boldly initiated. I feel that a mighty new spirit has been aroused, a spirit that will not be quenched; and this conviction, indeed, is a deep comfort to me at the moment when I take leave from work dear to me for so many weighty reasons. The workers pass away; the solid results of their work remain and fructify. I thus bid farewell to office and fellow workers, not without anxiety for the future of my University, but yet with a great measure of inward contentment: and—let this

be my last word—from the depths of my soul, there rises a fervent prayer for the perennial welfare of our Alma Mater—for whom it was given to me to do much work and suffer to some extent—and of that greater parental divinity to whom even our great University is a mere hand-maiden as it were—my beloved Motherland.

The 28th March, 1914

The Right Hon'ble Thomas David Gibson Baron
Carmichael of Skirling, G C I.E., K.C.M.G., M.A.

Rector

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

We have finished that which we came here to do ; in a few moments I shall declare Convocation closed. But I must first in a few words, associate myself and associate you with the expression of gratitude to the Vice-Chancellor conveyed in the message from His Excellency the Chancellor which I read to you before Sir Asutosh spoke •

His Excellency the Chancellor has told us that the Government of India are thankful to Sir Asutosh Mookerjee for all the good work he has done for the University Ladies and Gentlemen, there are many others besides the members of the Government of India who are grateful to Sir Asutosh I do not believe there is any one connected with the University of Calcutta, I doubt whether there is any educated man in Bengal, who is not grateful to him. The good work which he has done for the University has been *very good*, and it has been done with untiring energy. Sir Asutosh became Vice-Chancellor on the 31st of March

1906—eight years ago—during all those eight years he has worked hard, and it was with justifiable pride that he has himself referred to what he has done. Few men have the great capacity Sir Asutosh has for working without intermission. No one can say he has ever neglected his duty as a High Court Judge—and I believe that duty is in itself arduous enough—yet, all the time, he has been doing work for his University as Vice-Chancellor which I am often told may well be considered a man's full work.

There may be things to criticise in which Sir Asutosh has done. He is himself the first to admit that. No man's work can ever be beyond criticism—but no one is ever likely to say that Sir Asutosh has not worked hard, and whatever we may think of his aims, we must all admit that he has been successful, as few men are successful, in attaining the objects he set out to secure. He has shown himself able to grasp large schemes, and at the same time has shown himself able to grasp and work out the most minute detail. No proposal has seemed to him so bold or so far-reaching that he was not ready to consider it when put before him; no point which arose at the moment was so small or so trivial that he would not pause to deal with it at once. His knowledge of men is vast, specially of the educated community in

Bengal for whom he has worked. I am told that he knows intimately every M. A. of any distinction and that there is none holding that degree from the Calcutta University with whom he is not acquainted. He has an infinite capacity for taking pains. He has never shirked drudgery. Ready in debate, prompt and firm in giving decisions, he has, I believe, been a most expert Chairman at meetings. I daresay this has sometimes helped him to get his own way when his way was not quite that of others, but he has always been practical; he has aimed at getting something done and getting that something done quickly, and he is open to conviction, even if he be hard to convince. I have talked with Sir Asutosh about University development, and he has told me more than once that if he could set up his own ideal and work for it, it might be very different from the ideal which has been set up for him and for which he has had to work.

His Excellency the Chancellor has reminded us that Universities must move with the times. Even the oldest Universities, those where ancient custom and ancient precedent have taken firmest root, are moving. Our University has moved and it will continue to move. We who wish her well are anxious, none is more anxious than Sir Asutosh is, to take our Chancellor's advice to watch and closely study educational movement

in the western world, and thus learn to judge better what our movement ought to be. But, just for that reason, we are deeply grateful to the great men of the past who guided the movement in the beginning, and to the men of the present like Sir Asutosh, and like Dr Debaprasad Sarbadhikari who is to be our Vice-Chancellor, for what they have done to guide it since.

Mr. Vice-Chancellor, you finished your speech with a prayer for the welfare of your Alma Mater for whom you have done much, and for the welfare of that greater parental divinity, to whom your University is, as you expressed it, a mere handmaid, your beloved Motherland. Ladies and Gentlemen, we can all sympathise in that prayer. We all know what love for our motherland is, and those of us who have thought of such things at all know that we can do no better service to our country than by improving our Universities, so building up and strengthening the intelligence and the character of our students who shall think for our country and work for her. Bengal is for most of you your motherland, for me and for others of you our motherland is another country whose welfare cannot be complete if the welfare of Bengal be in any way enfeebled. Surely then it behoves us all—British and Bengalis alike—to do our best to help this University of Calcutta,

enriched by the liberality of generous citizens like Sir Taraknath Palit and Dr. Rashbehary Ghose, eagerly sought after by all your young men who desire knowledge—and guided and fostered by the Government of India, which did so much for the University while Calcutta was its head quarters, and which is still no less interested in the University now. Assuredly it behoves us to do all we can to secure that the University shall continue to play its part in the intellectual development of our Province, in rearing up citizens to work for Bengal, as Sir Asutosh has worked, to seek after truth, to add to knowledge and so to add to the glory of the British Empire which depends on the happiness and welfare of all its citizens, whatever part of that Empire be their motherland.

